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ABSTRACT

This handbook, suggestive rather than prescriptive, is written for Young World Development and/or similar groups committed to active involvement in community, national, and world improvement. Emphasis is upon organizing high school, college, and adult courses and action programs in the community which will help sensitize participants and make them aware of the need for action toward building a just and equitable society where none go hungry. The guide which includes resources of readings, films, and other activities, is divided into four sections. 1) "Education Action" describes three courses in development: a high school prepared curriculum, a teach-in, and a community course. Other activities are also suggested for bringing people together. 2) "Community Action" offers ways in which groups can experience conditions of poverty and racism within their own community. Ideas such as establishing a New World Resource Center, hunger banquets and a weekend of interchange among minority and middle class groups are provided. 3) "Action Briefs" focuses upon active involvement and participation in one's own community in lunch programs, slums, elections, community-hearings, boycotts, and provision of other services for the poor. 4) "Organizing: Getting it all Together" sheds light on the organizing process and provides helpful pointers to groups in their work. A related document is ED 063 210. (SJM)

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DEVELOPMENT

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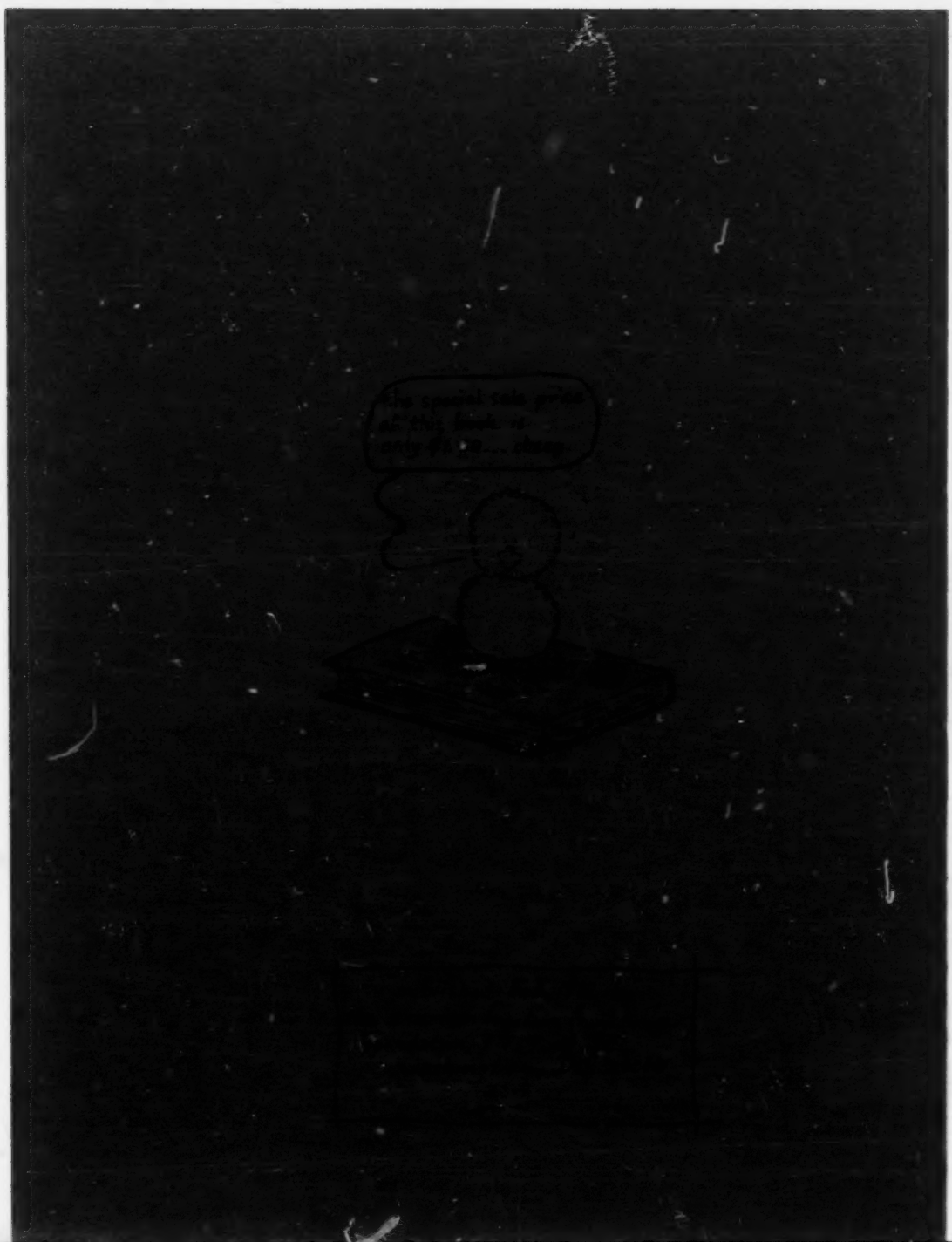

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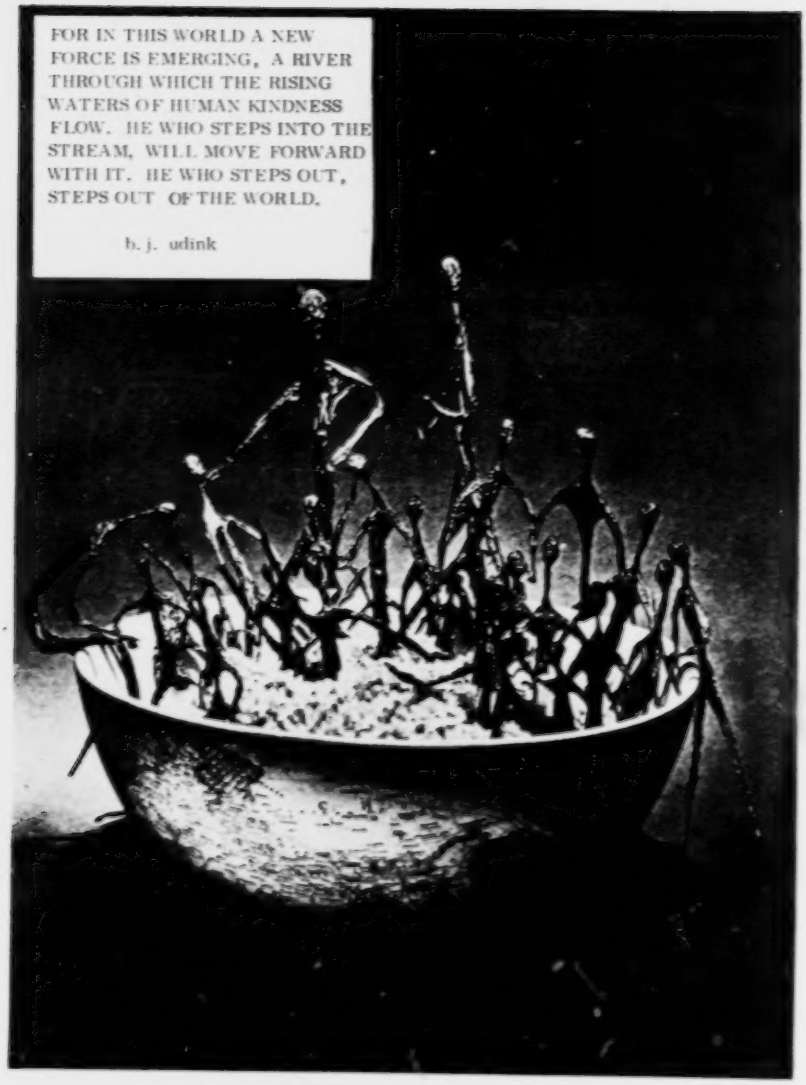
TARGET:

DEVELOPMENT ACTION

AMERICAN FREEDOM FROM HUNGER FOUNDATION
YOUNG WORLD DEVELOPMENT


FOR IN THIS WORLD A NEW FORCE IS EMERGING, A RIVER THROUGH WHICH THE RISING WATERS OF HUMAN KINDNESS FLOW. HE WHO STEPS INTO THE STREAM, WILL MOVE FORWARD WITH IT. HE WHO STEPS OUT, STEPS OUT OF THE WORLD.
b. j. udink

TARGET: DEVELOPMENT ACTION represents the ideas of Young World Development (YWD) people and others who together are striving to build a more just and equitable world society.

Specifically, the handbook is a guide to many kinds of action in behalf of development goals, which YWD or any other group can undertake in their communities. The stress is on guide; only brief outlines of programs which have been conducted successfully, primarily by YWD groups, are given.

Any effective action is contingent upon a clear understanding and analysis of a community. Therefore, all the programs described should be weighed with one's target community in mind in determining proper action. Sensitivity, innovation, and creativity all come into play in planning a particular course of action.

We have divided this book into four sections: Education Action, Community Action, Action Briefs, and Organizing: Getting it Together. While several ideas naturally fall into more than one section (community and education action both), we hope that the format will facilitate your use of the hand book.

Many thanks to all who contributed to this effort -- for giving us a new set of tools for our struggle. Without their assistance and encouragement, this handbook would never have been completed.

Mary Lynne Bergh
Mike Seltzer

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EDUCATION AND ACTION AND YWD

THERE IS A CONTINUING DISCUSSION among YWD people about the relative priorities of education and action. In fact, action and education cannot really be separated. Both are essential parts of the same process, one by which we hope to more fully realize the potential which people have for their own human fulfillment, freedom, and development.

WE ARE SEEKING CHANGE. Dudley Seers, a British economist, says it well: " ... Above all, the aim must be to change international attitudes so that it becomes impossible for the political leaders and social scientists of Europe and North American to continue overlooking, and aggravating, often inadvertently, the obscene inequities that disfigure the world.

AND WE SEEK TO CHANGE things programmatically, not randomly. We hope to affect the entire national society of the United States, and thus that of the international community, through programs for change in our local communities: changes in attitudes, changes in priorities, changes in people's living standards. This is obviously a tremendous job. Change is never easy.

ONE OF OUR IMPORTANT GOALS is to help eradicate the condition of poverty. But it is impossible for someone to work toward the eradication of a condition that she or he doesn't understand. And since poverty is a condition of life -- not just a bunch of statistics -- it is important that we understand the feelings as well as the facts of the condition of powerlessness, hopelessness, and despair that characterize much of the lives of the poor. Therefore, our educational job is a combination of living and of learning, then communicating what we know.

OUR JOB, THEN, BECOMES even more challenging. Not only are we trying to change our society, but to change ourselves, too, through experience and study. But, as the old Puritan axiom says, few things worth doing are easy to do. Read these words of authors Frank Riessman and Arthur Pearl, who wrote New Careers for the Poor: " ... There should be no confusion on one point. Poverty will not be easy to eradicate. Poverty is not a superficial blemish on an otherwise healthy structure. It is not a passing phase of a society in flux. The causes of poverty are deep-seated. Short-term stop-gap measures will not bring about permanent solutions to the problem ..."

YWD'S EDUCATION/ACTION PROGRAM

ANY PROGRAM THAT IS badly directed or ineffectively carried out can do more harm than good, and can even aggravate the conditions it is supposed to improve. That is why it is so important that each YWD group carefully analyse its problems and the problems of its community -- as well as realistically evaluate the capability of the YWD group itself -- before deciding upon a program, especially if this program seems to promise to your community that it will affect or achieve significant change. But what are the necessary steps to design the best program for your YWD group?

-- UNDERSTAND the nature of mankind's problems in the world, and of your community in relation to these global problems.

-- DECIDE TOGETHER what is possible for your group to do.

THERE ARE AT LEAST THREE essential steps your group must take to achieve understanding and to make decisions. Skipping any of them will necessarily decrease or eliminate the effectiveness of your program.

1. YOU MUST HAVE CREDIBLE INFORMATION regarding development issues. This comes either from indirect sources: through films, speakers, books, articles, and so forth. Or directly: through your personal experiences.

2. YOU MUST EVALUATE THIS INFORMATION together, to determine its meaning, its relative importance to you and your community, and how it fits with other information you have about yourself and others.

3. YOU MUST TAKE ACTION based on your evaluations, in order to get things moving, to test your conclusions, and to gain further information for your YWD group's next "round" of decision-making.

REMEMBER:

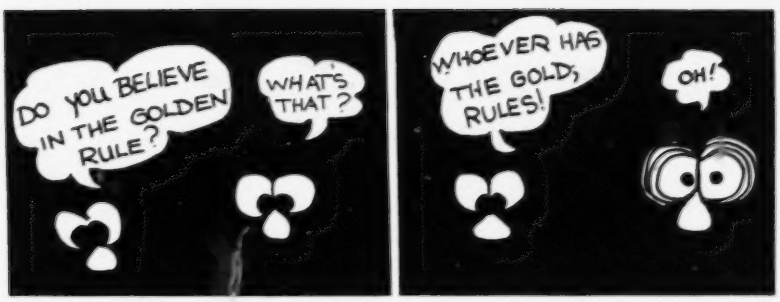
Continued learning of facts or discussing alternatives -- that is, "non-stop education" -- is inappropriate and unjustified when so much needs to be done.

But action based on incorrect or partial information and analysis will be equally inappropriate, and finally counterproductive.

EDUCATION AND ACTION PROGRAMS MUST BE IN BALANCE!

"Education programs" can be very "active" -- such as when a YWD group decides to undertake activities designed to educate the public.

"Action programs" can be very "educational" -- such as when a YWD group, in working with local projects, learns what its community's problems really are.



INNER ACTION AND INTERACTION

One of the most important commitments that a person can make is to oneself. So much of what we are trying to change "out there" in the big bad world resides in ourselves. It has been pretty much established that it isn't primarily technology that is standing in the way of the world that we all dream of, it is the ignorance and attitudes of people, of us, and the institutions that evolve as a result. Just as there has never been lasting peace or freedom for all, there has never been a real solution or understanding of what is means to be human. So the changes we talk about must first take place in ourselves.

A very important key to an understanding of self is awareness. We must be aware of the fact that every man, woman, and child on this earth is a human being, like ourselves, motivated by the same needs and desires. Everyone needs food, clothing and shelter to be biologically satisfied. Many people are denied these basic needs, as well as freedom, companionship and love, control over one's own destiny. The way to understand another person, another culture, another nation is to understand oneself and one's own motivations.

So much of the feeling of existence is lost in this crazy, hectic world. Self is subordinate to schedules, institutions, money, busi-ness. We become mechanical, de-sensitized, dead. There is no time to be creative or to just revel in the joy of a precious moment or two. It is easy for us world-savers to be caught up in this same cycle. We must not be. The way to bridge the gap between the Ideal and the Real is to <u>live the Ideal</u>, to the fullest possible extent. If we are not aware of or do not appreciate the good that there is or could be, where is the motivation to preserve or bring it about?

Communication and interaction are so often limited to verbal bump-cars. Talking and thinking become compulsive, a defense against experiencing the other person and the world. The tension that most people produce in themselves because of the day-to-day strain leads to automatic behavior, based on rules and role-playing, the way one <u>should</u> be, instead of the way one <u>is</u>. Real honesty and confrontation is such a frightening concept to most people that relationships are usually a ring-around-the-roses process, a continual guessing game that breeds insecurity and misunderstanding. To be honest is to take a risk that most people are not willing to take.

Awareness itself can be healing. We must also be aware of what we as individuals embody as a person. We, too, have been brought up in this society, with all of its problems and prejudices, and it is a very hard thing to overcome our own socialization and conditioning. We have no other model to go on. But we must begin to probe our very souls and to question all that we have held to be true and to leave no part untouched.

Last, but not at all least, our lives must be examples we are not ashamed of. Everything we do is important, from the way we treat the people around us to what we eat and throw away. We must not live in a palace while our brothers are starving. We must not buy cameras or cars if that means supporting wars. "Let your light so shine upon men," Christ said once.

So what have we discovered? "We have met the enemy and they is us," says Pogo. Through our own lives comes permanent change. We can help bring it about by understanding, sharing and celebrating our mutual humaness. Let's rejoice in life, search out our souls. Be glad we have the chance to right what has always been wrong.

Let's keep our heads and our hearts together. Peace.

Mary Roberts
YWD Board Member (1971-72)
Richmond, Virginia

tomoye

(Shinto Symbol)
Revolution of the Universe

TARGET:

EDUCATION ACTION

COURSES IN DEVELOPMENT

YWD groups, for some time, have stated that development education is one of their major purposes. To effectively raise development issues in the community and/or devise action programs requires some understanding and knowledge. Included in this section are three types of education programs geared to helping groups come to a deeper understanding of the issues:

A. How to Use a Prepared Curriculum, Development: Bridge to Peace

B. The Buffalo, New York Development Teach-In (formal, in-school use)

C. The Madison, Wisconsin YWD-sponsored Community Development Course (informal, out-of-school use)

HOW TO USE THE PREPARED CURRICULUM, Development: Bridge to Peace

Development: Bridge to Peace is a resource unit from which a course can be constructed. It is a study guide for independent work or group work in or out of school. It is not a step-by-step procedure ready for a teacher to use. It has to be rearranged and adapted to the needs of a class and/or a course. The guide is available from the American Freedom from Hunger Foundation for $1.

Your basic decision will be between its use within the school (formal use) or outside the school (informal use). If you have a group of fellow students who are already well-motivated, you may wish to organize the course informally. Find an interested teacher who might be helpful in making the best use of the course if you want to use it formally.

SUGGESTED SCHOOL USES

A. An elective (interdisciplinary) class within your high school offered with credit during school hours
B. An extra-curricular course
C. A resource guide for courses such as American problems, sociology, political science, history
D. A course implemented through your high school district
E. A "free university" course
F. A course offered with or without credit at your college

IMPLEMENTATION IN HIGH SCHOOLS

A. After reading the curriculum guide, share it with an interested teacher. Most teachers, especially creative ones, are excited when students bring forward something that they would like to learn about.

B. Explore the possibilities of adding a course in your high school, for the regular year or in summer school.

C. Point out the experimental nature of the course. The teacher may have concerns about his/her expertise in this subject. Explain that everyone would learn together and would share in the responsibilities of research, class presentation, etc.

D. At this point it would be good to have the names of several people who are interested in the course. After discussing it with students, teachers and administrators, it may be helpful to seek student council backing for starting such a course in your high school.

As life is action and passion,
it is required of a man that
he should share the passion and
action of his time, at peril of
being judged not to have lived.
-- Oliver Wendell Holmes

IMPLEMENTATION WITHIN A HIGH SCHOOL DISTRICT

A. Learn what process is involved in getting an elective within your school district. Talk to people who have recently gone through this process, for example, those who initiated courses in black studies.

B. Questions to answer:

1. Who must formally propose curriculum changes? (Social Studies Department?)

2. What happens when a school district makes a curriculum change? Is it mandatory for all schools? Do you think this course can be as effective if it is mandatory?

3. What are the strengths and weaknesses of your school board? Have they shown ability to listen and respond to student interest groups? Have they encouraged, or at least been tolerant of innovative structures (such as independent study) and experimental curricula? Are they greatly influenced by political affiliations and public opinion?

C. Develop some strengths to work with the school board.

1. Explain your proposal to civic leaders to gain their support. Get endorsements from them and professional teachers' groups (Social Studies Council, etc.) who are frequently strong local lobbies for new curriculum developments.

2. Arrange through parents, teachers, or friends to meet personally with a member of the school board who may be interested. Bring the above mentioned credentials. Additional materials describing use of development curricula in other school districts can be obtained from AFFHF, and may be helpful. You may wish to be accompanied by your teacher or principal, or have a letter of introduction from them. You will want to ask the board member's opinion of the unit --he should have advance opportunity to look it over -- as well as his ideas as to its implementation, which may involve your meeting individually with more school board members or attending one of their meetings.

D. Remember that this procedure takes time.

SUGGESTED INFORMAL USES

A. Self-study for an individual student
B. Self-study by a YWD group
C. A seminar sponsored by a YWD group, a church group or civic club, for the community.

THE BUFFALO, NEW YORK,, DEVELOPMENT TEACH-IN

In preparation for International Walk Day, May 8-9, 1971, Buffalo YWD organized a teach-in from April 26-28, designed to involve high school students in development issues. The 3-day curriculum reached 20,000 students in 25 schools.

ORGANIZATION

A. One person in each of the 40 high schools in Buffalo was contacted; 25 responded. This group met every Sunday for 5 weeks prior to the teach-in.

B. Before these meetings, a core group of 4-6 YWD people in Buffalo prepared a set of readings on various issues of domestic and international development. During the first part of these meetings, the group discussed the content of the materials. One day they focused on welfare, another on imperialism, another on health care, etc. Individuals did additional reading to prepare for these meetings. The second part of each meeting was spent discussing, in small groups, the implementation of the materials in the teach-in.

C. The contact person in each school requested that all English or history teachers devote three days of their classes to the development teach-in. The contact also chose one or two people in each class to facilitate the discussion.

D. The schools printed their own materials. Each contact was provided with a master copy of these materials to have printed for each person in the participating classes. The materials included:

1. a survey of attitudes and information
2. excerpts from The Cycle of Despair (Life Reprint #50), The Great Ascent, Wretched of the Earth, World Broken by Unshared Bread, etc.
3. outline of the book Death at an Early Age by Jonathan Kozol
4. other short readings on development issues in the U.S. and in the rest of the world

EVALUATION

A. Although each school contact was asked to hold after-school meetings with the class facilitators to prepare them, few attended these sessions. The entire project rested on the success of classroom discussion. Although the materials were good, some of the facilitators either didn't know how to lead a discussion or didn't understand the materials sufficiently.

B. Suggestions to improve the teach-in:

1. Have a larger core group, maybe 7-8 people. (With a core group of 3-6 people, it took 2 months to organize.)

2. Devote more attention to training class facilitators.

THE MADISON, WISCONSIN COMMUNITY COURSE

Members of Madison YWD, in the fall of 1970, decided to initiate a "community course" in development. They felt that something had to be added to the Walk program in order to make people aware of development issues, and to involve members of the Walk committee on a continuing basis. The major focus of the course was showing the relationship of the U.S. to the developing nations, and asking what we could do about the problems. They wanted to examine what relevance Walking for development had to real development.

MECHANICS OF ORGANIZATION

A. The education committee decided to offer such a course about a month prior to the Walk, but it did not sit down to plan the course and hammer out the methodology and syllabus until two weeks before the Walk. Six people were on the committee; they met with a history teacher, a welfare mother, and a participant from the University of Wisconsin Center for Development.

B. The committee decided that there should be no "teacher", and that films, panel discussions, simulation games, speakers, and researched reports by participants would be used in the course.

C. Because the local Welfare Rights Organization at that time was giving six-week educational courses on welfare and poverty at various churches around the city, the committee decided that it should concentrate on international issues.

D. After getting a place (a church in the center of town) and finishing the syllabus, the committee announced the course to all community groups. The course outline was sent to young people whom the group thought might be interested, and a special effort was made to reach high school teachers. Prospective course members were asked to respond by phone. About 30 people -- five adults and 25 youths -- signed up.

E. The decision as to what and how things should be done in the class was decided collectively by the members. Although the syllabus was subject to change, it was generally adhered to. The group decided that it needed to meet for at least 10 weeks if it hoped to even scratch the surface of the syllabus, and therefore decided to meet twice a week -- every Monday and Thursday from 7 to 9 p.m. The group met from mid-November 1970 until February 1971.

F. A grant from the AFFHF for $200 was used to establish a development library and buy materials for the course. A course fee of $3.00 was also requested from the participants; this was spent on printing and mailing costs.

G. Two people from the education committee were in charge of arranging for speakers and films and providing reading materials on the topics to be covered. They typed up and printed articles from books and magazines, etc. At the end of most sessions, materials were handed out to be read in preparation for the next session. Each session was usually planned over the phone immediately after the previous one, according to the wishes expressed by the class. These two people also compiled and distributed notes on each meeting to all the participants.

TOPICS COVERED

Participants first concentrated on their own emotional reactions to poverty, by discussing a film, playing Baldicer, and taking a field trip to Operation Breadbasket in Chicago. The group then proceeded to study development intellectually. See the attached syllabus for a good explanation of what topics were discussed.

MATERIALS USED

The group used a variety of sources, too numerous to list. Third world sources were used as much as possible. Materials were chosen which contrast the traditional capitalist economic perspective with the socialist-liberationist philosophy being espoused by more and more third world peoples. Readings for some sessions were extremely difficult to find, so the education committee wrote its own. Many speakers came from the Center for Development, especially third world students. Two Americans from the Center were instrumental in translating technical information about development into language the group could understand, and in helping to plan the course. This was essential to its success.

CONCLUSIONS OF THE COURSE

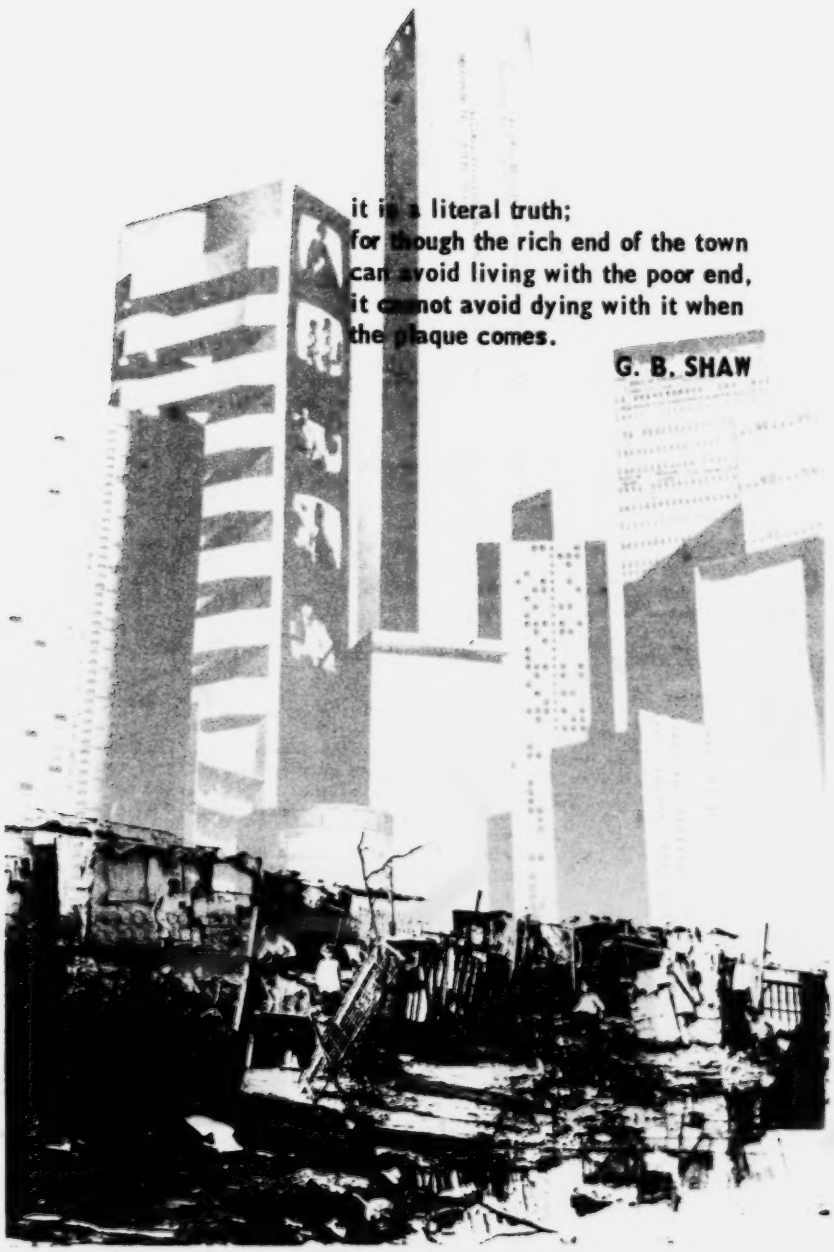
The major conclusion reached was that the United States is at the core of the "development problem", because it is preventing -- through economic, military and political means -- the development of the third world. It is therefore necessary to change the U.S. It was decided that the economic structure of the U.S. would have to be changed as well as the political climate; the economic system makes U.S. domination of the world a necessity. The economic system also is responsible for the internal situation in the U.S., with its mixed-up priorities. Our major goal, therefore, must be to work for drastic changes within the U.S., if we want to help the poor in the third world and at home. Just exactly how this should be done was never decided, and no specific plans for action came out of the course.

EVALUATION

A. The final meeting of the course was spent on evaluation, with a view toward offering another, improved course in the future. Participants were generally glad that they took the course, although they felt it could have been more concentrated (shorter).

it is a literal truth;
for though the rich end of the town
can avoid living with the poor end,
it cannot avoid dying with it when
the plaque comes.

G. B. SHAW



They felt that the field trip should relate more specifically to the topic of the course or it should not exist at all. The course should have been more structured at the beginning than at the end, since the further one gets into the course, the more one knows what she or he wants to do. More speakers and films could have been used. Readings were very useful, except that they reminded people too much of school -- they should always be short and concise. Notes from the sessions were very helpful also -- especially if someone missed a session -- but the task of taking notes should have been rotated. Having participants do research and then present reports was good, although in the beginning they didn't exactly know what to look for.

B. One of the most interesting benefits of the course was having adults and youth participate together. The adults felt they had a better understanding of how youth think and why, and the youth said that they didn't know adults agreed with them as much as they did. Everyone thought it would be a good idea to try to get to know each other as well as possible at the beginning of the course, since one of the things that made the course go much better at the end was a "group" feeling.

C. As a result of the evaluation, two new courses were drawn up: a six-week church course, designed to fit into adult and youth education classes, and an improved version of the community course. These have never been implemented, however. The church course proposal was mailed out to some churches but no response was received, and the second community course was never completed due to lack of interested people and lack of time (International Walk Weekend was imminent.).

GENERAL OUTLINE OF PROPOSED COURSE (SYLLABUS)

First week

Session 1: Introduction.

a. review of world poverty situation in 1969/70; comparisons of rich and poor nations; 2/3 of the world malnourished; half of the world under 18 -- most in Africa, Asia, and Latin America; 80% subsistence farmers, etc.
b. description of what it is like to be poor (effects of malnutrition, susceptibility to disease, absence of choices about living conditions, unemployment, size of family, etc.); contrasts with rich world.
c. projections for the future
d. briefing and background on the proposed field trip

Session 2: Simulation Game. The purpose of this game is to introduce the class members to the problems facing third world peoples. (See section on simulation games, in this handbook.)

Weekend: Field Trip. A one-day trip to an area of considerable poverty and hunger -- somewhere in Chicago -- is planned in order to enable the members of the class to become more familiar with poverty.

Second week

Sessions 3 and 4: Discussion of field trip and simulation game, in terms of what the class members have experienced and discovered.

Third week

Sessions 5 and 6: Historical background: pre-colonial history of underdeveloped nations, history of exploitation of human and material resources, and the contribution of this expolitation to the industrial revolution and the wealth of the Old and New Worlds. Also the development history of the rich world; why it was that Europe and the U.S. "developed" and most of the third world did not.

Fourth week

Session 7: The Environment of Underdevelopment

a. The Natural Environment. The land -- soil chemistry and structure; erosion; desert; mountains. The climate -- drought and its effects. Insects and pests.
b. The Environment of Poverty. Interacting effects of poverty, both physical and psychological. Includes lack of facilities, medical care, proper nourishment, etc. Examines the cyclic nature of poverty.

Session 8: Developing the Environment. Examines some of the technical advances which could be applied in solving the above environmental problems, such as irrigation, improved farming methods, fertilizers, etc.

Fifth week

Session 9: Problems facing third world governments. These include insufficient capital and revenue, lack of trained personnel, illiteracy, population growth, urbanization, corruption, military establishments, foreign pressure, etc.

Session 10: Solutions to these problems. Both proposed and attempted, and the difficulties and merits of each. Specific examples as well as general policies will be studied.

IMAGINATION
is more important than
knowledge

Sixth week

Session 11: Continuation of Session 10.

Session 12: World Trade. Study of the effects of the present system upon development of the third world nations and some proposals for change.

Seventh week

Session 13: Aid. Examination of the role of foreign aid in development and non-development; when aid is negative and when it is positive. Proposals for the future.

Session 14: Neo-colonialism. What is the role of private investment, trade, aid, political pressure, and military intervention in preserving and extending the present situation where the rich get richer and the poor get poorer?

Eighth week

Session 15: U.S. responsibility overseas. What is our "debt" to the rest of the world? How should we go about paying it?

Session 16: U.S. responsibility (domestic). What is our responsibility to the poor and oppressed in the U.S., and how does this correlate with our responsibility to the third world?

Ninth week

Sessions 17 and 18: Replaying of the simulation game and discussion afterwards.

Tenth week

Sessions 19 and 20: Discussion of what can be done politically or otherwise to bring about change in national policies, both at the local and the national level. Includes discussion of the role of development education.

For further information on the Madison seminar, write to Bob Peterson, Madison YWD, 216 North Hamilton, Madison, Wisconsin 53703.

Washington, D.C. also held a 12 session development seminar in the summer of 1971, similar to the Madison program. For information on this seminar, write to Paul LeBuffe, 1944 Kimberly Road, Silver Spring, Md. 20903.

TEACH-INS

A teach-in is a short, intensive course which can involve the entire community. Because most teach-ins are planned for one day, outstanding resource people can be asked to speak and/or moderate discussions. Widespread excitement and commitment to participate in follow-up activities characterize well-planned teach-ins.

TOPIC SUGGESTIONS

A. International: Global Problems of Urbanization, International Trade and Unemployment, The Green Revolution, The Population Explosion and Agricultural Development, Liberation Movements, The Clash Between Old and New: Problems of Modernization.

B. Domestic: Explore the real issues facing your local community. Housing, Welfare, Unemployment, Health, Racism.

SPEAKERS

A. Be able to articulate the concepts you wish to communicate and select speakers who reflect a broad outlook. Since the purpose of a teach-in is to communicate with the people of a community, be careful to select a speaker with this in mind.

B. Possible contacts for speakers:

1. Civic organizations in your area concerned with your topic. Sometimes League of Women Voters, United Nations Association, Council on Foreign Relations groups can be helpful. Also the Committee of Returned Volunteers.

2. Professors from local universities who teach subjects related to your topic, and visiting students from developing nations.

3. State and national politicians from your area, or their assistants, who have worked on committees or with agencies dealing with development.

4. For speakers on domestic issues, go to local organizations such as minority group organizations, Welfare Rights Organizations, American Civil Liberties Union, Community Action Agency, church federations, local Urban Coalition, etc.

PROGRAM PLANNING

Note: The teach-in may be scheduled for an afternoon, entire day and evening, or even for a twenty-four hour period. Several activities (films, simulation games, workshops) may be scheduled simultaneously for one part of the program.

A. Workshops or small discussion groups
B. Panels: speakers with different points of view or different areas of competency
C. Films: see AFFHF Guide to Films About Development
D. Simulation games: Baldicer, Star Power, Blacks and Whites, etc.

LOCATION

A. Schools: If your effort is primarily involving high school and college students, you may want to select a school as the site of your teach-in. Special effort should also be made to invite community members. If you would like a high school or college to sponsor your teach-in, request that the administration declare a special teach-in day to replace the regular schedule. Stress that as an educational institution, the school has a responsibility to communicate with the community.

B. Church and civic groups should be contacted. Often they have facilities needed to sponsor a teach-in: an auditorium or hall, smaller rooms for workshops, a public address system, parking lots, etc.

Note: Remember that you want to involve the entire community and not only members of the campus or the civic or church group sponsoring the teach-in.

PUBLICITY

A. Design a quality leaflet or flyer that is attractive and educational. Leaflet local commuter trains, churches, shopping centers, schools, etc.

B. Send letters of invitation to the student governments, editors of newspapers, deans of students, social studies department chairmen of each of the nearby high schools, and to colleges throughout the state or region.

C. Posters and flyers should be distributed to schools, local stores, civic organizations, churches, etc. Ask these organizations to publicize the teach-in to their members.

D. Hold a press conference for representatives of local television and radio stations as well as the press several days prior to the teach-in.

MISCELLANEOUS SUGGESTIONS

A. Make large posters with statistics and factual information to display on the day of the teach-in.

B. Have handouts ready to distribute to participants (e.g., copies of NEW WORLD, "Development: It's Why We're Walking," Overseas Development Council's Communiques, a brief bibliography on the topic of your teach-in, and a list of appropriate organizations and where to contact them).

C. Provide a babysitting service at the teach-in to encourage wider participation.

D. Prearrange inexpensive lunches, provision for parking, checking coats, etc.

FILM SERIES

One of the easiest ways to bring people together for a series of discussions is to put on a film series. After viewing a film together, people have a common ground to begin discussion. However, it is important to remember that it is not enough to just "show a movie," for if real learning -- which always involves change -- is to happen, discussion and personal interaction must follow the film.

HOW TO DO IT

A film series can be organized around a specific topic (several examples follow), or a group may choose to show one or two films dealing with poverty in the U.S. and an equal number about global poverty. This second alternative may be better for a group just getting started -- it is easier to organize because you can use films that are locally available, which may save time and money. In addition, it is faithful to a basic principle of development studies: domestic and global development are inter-related and part of one process.

Careful selection of films is important -- many films which are available are inaccurate, outdated and reinforce wrong ideas and attitudes. (However, a poor film can be an occasion of a good learning experience, if its weaknesses are discussed.) A publication of the AFFHF which may help you to select films is A Guide To Films About Development. All the films listed in this section are described in the guide.

Be sure to order films one or two months before the film series begins. Schedule the film series for a regular time and place before ordering the films, so that you can select alternate viewing dates. You may decide to charge admission to cover the cost of renting films. Often good films can be obtained free from the public library. Have a teacher check the films available through the public school system audio-visual department, or have a student at the nearby university obtain films for you from the university film library. These people can also help you in ordering films, obtaining and using the film projector, etc.

OTHER SUGGESTIONS

1. Distribute flyers containing the dates and film titles to high school college, church and other groups, the purpose of the film-discussion series should be clearly articulated in all your publicity.

2. Preview the film, preferably with the speaker, if you have invited one.

EXAMPLES

A. FILM SERIES AND DISCUSSION (Example)

Topic: Black Americans and Africa: Common Problems of Development

1. "My Childhood: James Baldwin's Harlem" -- powerful autobiographical description of growing up in Harlem.

2. "Omowale: A Child Returns Home" -- Afro-American novelist explores the relationship between the Afro-American and the African.

3. "South African Essay: Fruit of Fear" -- about apartheid

4. "Tauw" -- problems of young people in urban areas in Africa, especially unemployment

B. FILM SERIES, READINGS AND DISCUSSION (Example)

Note: You may increase the educational impact of your film series by distributing or suggesting readings after one film discussion so participants will come better prepared for the next.

Topic: Development in Latin America

1st session: "Miners of Bolivia" -- short film about rural poverty. For the next film ask participants to read Carolina Maria de Jesus' autobiography of life in a Rio slum, Child of the Dark.

2nd session: "Flavio" -- a film study of a 12-year old boy's life in a Rio slum. Ask someone to read and report on Paulo Freire's Pedagogy of the Oppressed for the next film.

3rd session: Report on conscientizacao followed by the film "Journey of Fabio Pacchioni" as an example of using the theater to assist development. Discussion. Distribute copies of Ivan Illich's essay, "Outwitting the Developed Countries" (in Helene Castel's World Development: An Introductory Reader, 1971, Macmillan, $1.95) or any of his articles in Saturday Review or in Celebration of Awareness, a book edited by Illich. (Doubleday, 1970, $1.95).

4th session: "The Foreigners" -- a candid film in which Peace Corps volunteers in Colombia evaluate their work and interview Colombians. The film can be followed by reports and discussion on Illich's ideas and general discussion on rationale for U.S. development assistance.

C. FILM SERIES, DISCUSSION, READINGS AND SPEAKERS (Example)

Note: It is possible to structure an entire course around a film series. Any number of variations can be tried. Two examples are outlined here.

Topic: Poverty and Minority Groups in the U.S.

1. "Hunger in America" -- Nick Kotz' book, Let Them Eat Promises, and a Welfare Rights Organization speaker

2. "Decision at Delano" -- Chicano speaker or United Farm Worker representative; text, Human Love in Action, "The Migrant Farm Worker," available from 256 9th St. NE, Washington, DC 20002. $5.00, for 2 books in series on Indians, Appalachia, welfare, etc.

3. "The Forgotten American" -- readings from Bury My Heart at Wounded Knee, by Dee Brown or Edgar Cahn's Our Brother's Keeper: The Indian in White America, or Vine de Loria's books. Indian speaker.

4. "Felicia" or "My Childhood: James Baldwin's Harlem" -- readings from Baldwin's books, Malcolm X, Martin Luther King, Eldridge Cleaver, etc.

5. "Christmas in Appalachia" -- readings from Night Comes to the Cumberland, by Harry M. Caudill; speaker: VISTA volunteer or some other person with experience in Appalachia.

Topic: Problems of Development in India

1. "Not Enough" -- speaker on U.S. foreign assistance; reading -- Overseas Development Council Communique by R. Hunter, "What Is Development?" and other ODC publications

2. "Gandhi" -- history of colonialism and Indian independence; readings from Gandhi's writings. Speaker on the contemporary government policies of India

3. "A Future for Ram (Farm Village of India: The Struggle with Tradition)" -- shows one family in a typical village changing traditional patterns. Speaker on the Green Revolution; readings from AFFHF issue packet "Hunger and Development" and Nectar in a Sieve, by Kemala Markandaya (Signet, 1954, 75¢)

4. "I Am Twenty" -- young Indians are interviewed about their hopes for the future. Speaker: Indian student. Readings: Bachelor of Arts, by R. K. Narayan. (Stories of western educated Indians caught between traditional and modern ways, by an Indian novelist.)

MULTI-MEDIA SHOWS

Communication is essential. To develop tools of communication about social issues creatively, we must be specific, action-oriented and community-based. To communicate is to turn people on.

IDEAS

A. The trick is to use common materials (such as advertisements) in an unusual way. A half dozen people sitting on a living room floor listening to the radio and record player and looking through old magazines for slide material could construct the basis of a slide and tape presentation. Clip pictures, advertisements, and phrases from magazines and newspapers and tape snatches of songs. Coordinate the slides and music and you have a show to turn on people in a church congregation, a school assembly, a workshop, teach-in, etc.

   1. Clip out the phrase, "It's the real thing -- COKE"; turn it into a slide. Cut out two pictures from UNICEF News or FAO's CERES, of children using their hands to drink water in Asia or Africa. Photograph these into slides, put them on three screens with the COKE slide in the center.

   2. Cut out and make slides of two L & M cigarette commercials of the cool guy and girl staring out at you. Use them for wing slides of a three-projector presentation and flash a slide of a Cambodian or Bengali refugee in the center. On the tape, play background music of "What the World Needs Now Is Love, Sweet Love."

   3. Scan magazines cutting out every advertisement or phrase using the word "world" in it. Do the same with words like "nation" or "love." Cut out pictures of families playing together. Also clip pictures of such things as race riots, student protests, poverty, etc. Make slides (using chalk on black paper) giving the facts and figures comparing expenditures on war with expenditures on international development; gross national product with foreign aid funding; population predictions to the year 2000 and similar figures. Find magazines showing astronauts or space photographs of earth. Then, put together a tape of music and dialogue discussing the "Spaceship Earth" perspective from the moon.

B. If your community has had a Walk for Development, compile the slides from the Walk, the projects you funded, slides made from newspaper clippings and of other development themes to create a development presentation. If you have a film, throw it on the center screen of a three-projector presentation showing wing slides of development needs around the world. Or project the film on the ceiling. Instead of using the sound track of your film, just put on a tape or record of someone like Country Joe singing "Who Am I," or John Lennon singing "Imagine."

C. If you are not familiar with photography, find someone who is and who is willing to experiment with you. For details of the technical equipment and processes needed for sound and light recording, you'll need the advice of someone who knows, but the basic ingredient in preparing any presentation is a vivid imagination.

D. A good multi-media presentation is a product of experimentation and innovation. Its flexibility and simplicity make it a mind-grabbing tool for community groups. The key is starting off slowly, thinking out what you want to say and why you want to say it. Don't be afraid to use shock impact, but make sure that you're painting an accurate development picture. (Be able to substantiate your statements and statistics). Your first show may be just ten minutes using 100 slides and one projector. By the end of a year, you may have two thousand slides and three thirty-minute presentations on three projectors. You may or may not want or need this. Tinker around and see what works in your community.

NOTE: An excellent guide on multi-media presentation is put out by the Canadian Council for International Cooperation, 75 Sparks St., Ottawa 4, Canada. ACTION COMMUNICATIONS ON INTERNATIONAL DEVELOPMENT: THE CREATION OF MULTI-MEDIA PRESENTATIONS costs $2.00.

SIMULATION GAMES

Simulation games are models of selected situations. People who play these games can experiment and test ideas. They can also learn to imagine another point of view; in this way simulation games are similar to role playing. In deciding whether to plan a simulation game, a role playing incident or guerilla theatre -- all are similar in some ways -- you must decide on your purpose. Simulation games are solely concerned with the players themselves while guerilla theatre is primarily concerned with conveying a message to an audience. Role playing may do both.

HOW/WHY USE SIMULATION GAMES

Simulation games may be used in workshops, classes in school, seminars, teach-ins and discussion groups. Generally 20-40 people can play a game at once.

In workshops, classrooms, and discussion groups, they have motivated people to learn more about development issues and to get to know each other. Games can affect attitudes, enable players to try out skills and learn new concepts (such as the inter-relatedness of many factors in any single situation). Most important, they can begin to involve an individual personally in development issues -- participants are more actively engaged playing a game than they are reading a book or viewing a film.

The time required to play most simulation games is several hours. The discussion afterwards, the "debriefing", is an essential part of the game. In debriefing sessions, participants analyze the game critically and discuss how it illustrates (or does not illustrate) the real life situation.

You may create your own game, role-playing incident or guerilla theatre presentation, or use existing games which have been played successfully by many groups. Each game contains directions for players and suggestions for leaders.

GAMES USED SUCCESSFULLY

Games used most frequently by YWD groups:

* BALDICER: In this game, each player is a "food coordinator" responsible for the survival of 150 million people. The game deals with the questions of world food production, distribution, and trade. Though one may dispute how well the numerical equivalents of various factors illustrate the real life situation, this game always initiates discussion of underdevelopment and its causes.

  Send $25 to John Knox Press, Box 1176, Richmond, Va. 23209. Game for 20-40 players.

* BLACKS AND WHITES and GHETTO GAME: Games dealing with domestic problems, available for $6-$8 in department stores. (Dynamic Design Games)

* STARPOWER: This game deals with the unequal distribution of wealth and power in the world. Individual players have a chance to progress from one economic level to another by acquiring wealth through trade. At one point, the rich are given the right to make the rules for the game. The discussion afterwards, usually about the uses of power, is never boring.

  Send $3.00 for directions on how to make your own kit to Simile II, P. O. Box 1023, La Jolla, Ca. 92037.

OTHER GAMES AND WHERE TO OBTAIN THEM

1. Two games dealing with deciding priorities in development planning (and what projects to fund) have been developed by OXFAM Education Department and are available from OXFAM America, 1028 Conn. Ave. NW, Rm. 509, Washington, DC 20036.

   a. AID COMMITTEE GAME: for 20 students, junior high school or above; free; time needed: 4 school lesson periods. OXFAM provides instructions, background papers on Botswana and Upper Volta, 6 projects needing funding -- the players decide which projects deserve financing with a limited amount of money.

   b. THE DEVELOPMENT GAME: a more difficult game for up to 60 people who have some knowledge of overseas development. Free; time needed: about one day. Each group plays the role of a developing nation. They first study background papers provided and then draw up a 3-5 year development plan and one major project needing support. In the plenary session, each group presents its projects and requests aid from a committee with attitudes of rich world governments.

2. CONFLICT

This game (for 24-36 players) deals with a futuristic crisis in a disarmed world, but a world still based on the nation-state system. In this model, nations are locked in economic and ideological struggles and racked by distrust and jealousies.

From the World Law Fund, 11 W. 42nd St., New York, NY 10036. Will be ready in spring, 1972. An experimental version is available for rental from the Church Center for the United Nations (CCUN) for $12.50. (For address, see following section on Other Sources.)

3. CONFRONTATION

This is an interaction game in which teams of players assume the roles of students and others trying to change the system, and of various establishment groups such as the university administration, business, the military, city hall, and others who like the system the way it is. Involves the participants in issues related to group cohesiveness, decision-making, and tactics employed.

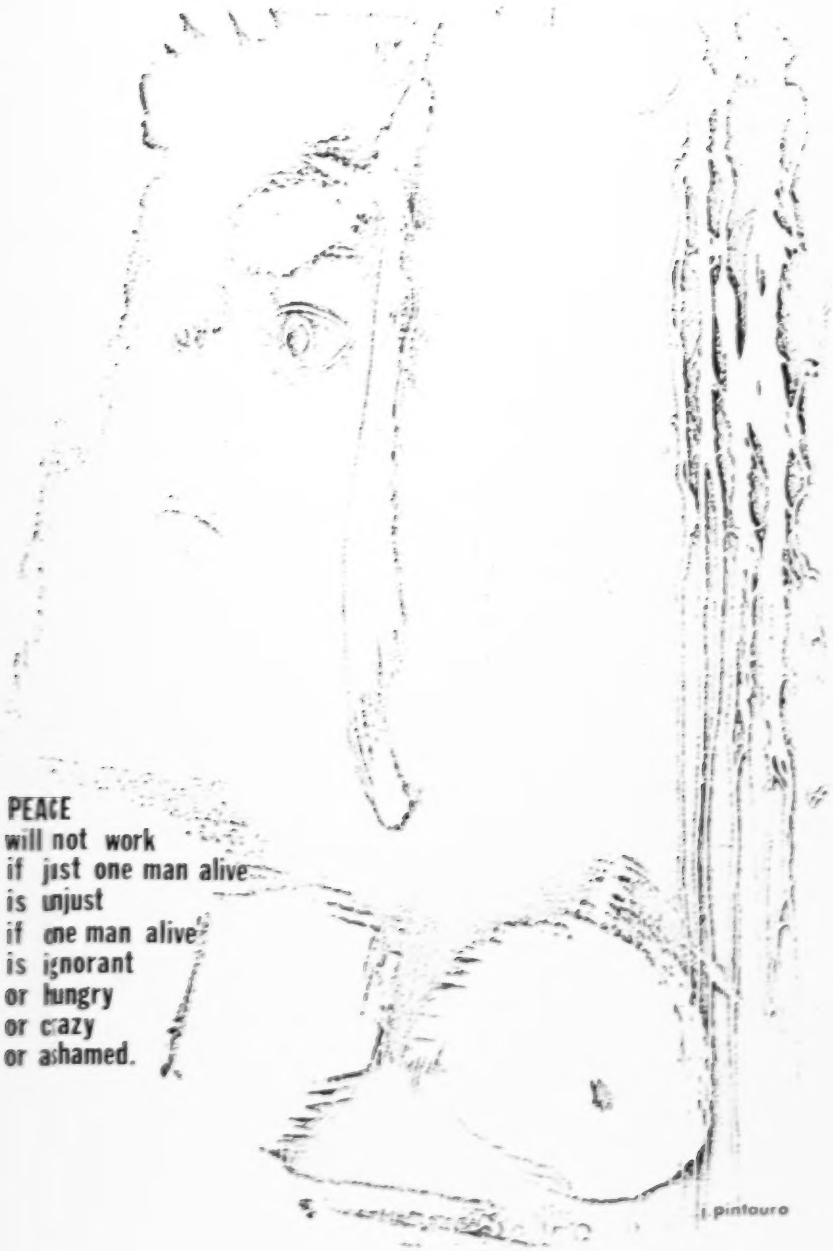
Designed for 4 to 30 players. Distributed by John N. Hansen Co., Western Merchandise Mart, 1355 Market St., San Francisco, Ca. 94103. Rent from the Church Center for the U.N. for $1.25.

4. CRISIS

A simulation of an international crisis over an important mining area. Teams of three to six players manage the affairs of six fictional nations. They can use written communications, debate in the World Organization, and use military force to achieve their goals: to secure Dermatium (the element in the mines) for their people, to prevent destruction of their nation, and to bring about world peace. International alliances, world police forces, fact-finding commissions, and even summit conferences may be arranged. (2-4 hours playing time)

Simile II, P. O. Box 1023, La Jolla, Ca. 92037. $3 for sample set plus $2.50 for set of game forms (for one-time use) or $35 for a 25 player kit. Send for free catalog.

-- Simile II also has two games dealing with interest groups working to produce changes in American society (PLANS, 3-8 hours to play, $3 for sample set plus $2.50 for a set of one-time use forms; $35 for a 25 player kit) and in the city (SITTE, 2-4 hours to play, $3 for a sample set of the game; $35 for a 25 player kit.)


PEACE
will not work
if just one man alive
is unjust
if one man alive
is ignorant
or hungry
or crazy
or ashamed.
I. Pintauro

5. DANGEROUS PARALLEL

A simulation in which participants play ministerial roles for 6 fictional countries facing a situation approximating that of the Korean war -- shows factors involved in foreign policy decision-making and pressures of super powers. (Created by the Foreign Policy Association)

Scott, Foresman & Co., 1900 E. Lake Ave., Glenview, Ill. 60025. $60 for entire kit, 18-36 players. Rental from CCUN, $7.50.

6. DISINIA

Participants attempt to cope with problems of the kind Americans faced from 1781-1789 (the period between the American Revolution and the setting up of a federal government by ratifying the Constitution). The setting is a new planet in the year 2087. It raises the problems faced by new nations.

Interact, P. O. Box 262, Lakeside, Ca. 92040. $10

7. THE MONEY GAME

Simulates some of the economic interactions between developed and developing nations. A special conference has been called by Ghana to deal with the crisis in trade for developing countries. The game director may advantageously make research assignments for advance preparation for the game. It requires three rounds totalling 4 1/2 hours and is designed for 18 players. Ethical imperatives for use of power and wealth in relation to development may become explicit. Published in March 1970 Concern magazine.

Concern, 475 Riverside Drive, Rm. 401, New York, NY 10027
25¢ per copy

8. THE ROAD GAME

Four territorial groups wish to build roads through other groups' territory. Leaders negotiate for permission. This game demonstrates the nature and results of group cooperation and competition. Designed for 12-32 players.

Herder & Herder, 232 Madison Ave., New York, NY 10016. $1.45 for teachers' guide, $1.75 for materials.

9. SUNSHINE

Students become members of different races in a mythical city and face various urban problems, including segregation.

Interact, P. O. Box 262, Lakeside, Ca. 92040. $10

-- Interact games cost $10.00 per kit. Interact sells 10 games (on U.S. history topics, ecology, Vietnam war) which are designed to be 2-4 week teaching units. Each kit contains 35 copies of a Student Guide and one Teacher Guide (maps, charts, forms for game, pre-game and post-game attitude tests, etc.) Send for their catalog.

OTHER SOURCES

A. The National Council of Churches
Church Center for the United Nations
SIMULATION
777 United Nations Plaza, Rm. 10E
New York, NY 10017

"A Bibliography of Education Simulations Available for Rent from the Church Center for the U.N." A free list of 18 games dealing with international affairs which you can rent from them.

B. William A. Nesbitt's Simulation Games for the Social Studies Classroom, 1971, 2nd edition, $2.50 from Thomas Y. Crowell Co., 201 Park Avenue South, New York, NY 10003. Probably the best single book on simulation games; a 12 page appendix lists and briefly describes most games available and where to purchase them. However, author does not list cost of games.

STREET THEATER

(Adapted from Action Briefs, Universities and Youth Unit, Voluntary Committee on Overseas Aid and Development, 69 Victoria Street, London, SW1, England.)

Street theater is a way of communication, a way to tell people what you are concerned about, i.e., world poverty, unemployment, trade. You can get your message across in a way that's interesting to do and to watch. People are more likely to watch than to read a leaflet. (Although you can have leaflets as well, that explain your play and why you are doing it.)

WHAT IS IT?

Acting out a simple plot. The "actors" aren't on stage, or anywhere far from the audience, because they want people to join in by asking questions, making comments. There's no "us" (actors) and "them" (audience). Street theater is a "do your own thing" thing.

WHERE DO YOU DO IT?

On the street, in parks, shopping centers, school auditoriums, rock concerts, festivals -- anywhere that people pass by and aren't in too much of a hurry, anywhere that people are waiting. At meetings, after church, during the lunch hour at school. Get permission from the authorities when necessary.

HOW TO DO IT

1. Get a small group of interested people together to discuss and decide on the subject of the drama.

2. Get all the information you can about the subject and discuss it. What seems to be important that people don't know about or need to be reminded of?

3. Decide on your "message." This may take some time but it's essential to know exactly what you want to say.

4. Decide how to dramatize the idea. (See props section) One idea is to look at the political cartoons in the papers for ideas you can adapt to fit your subject.

5. Write a rough outline of what's going to happen. Either write a script or improvise by acting it together.

6. Practice. Make it funny or dramatic. You may want to exaggerate and add new props, costumes, funny lines, etc., as you go along.

7. Show it to friends and get their comments.

8. Decide on a location where you will be seen and heard properly.

9. When you are confident, do it. Get bystanders involved in discussion; give them leaflets.

10. If you repeat it, cut out the parts that didn't work; add to it.

HINTS

* Keep the plot simple.

* If you think you won't be heard, mime the plot, and have a narrator with a mike.

* Be careful that you don't get in each other's way while acting -- but you don't have to follow complicated rules about movements like you do on stage.

* Try to have a "pattern" for the action so people see what's happening, i.e., plenty of movement from one part of your "stage" to another, maybe one actor up somewhere high to show he's "on top," everyone moving towards one side of the "stage" where there's something interesting to see.

* Make props, labels BIG. Exaggerate costumes. Wear ordinary clothes so you don't look like actors -- use bits of costumes: a hat, a cloak, part of a uniform. Have labels on people as well as on things.

STREET THEATER IDEAS

A. PROPS:

1. Collect: a loaf of bread, a step-ladder (to show who's "on top"), toy guns, charity collecting tins, posters, hand puppets, etc.

2. Make: a giant boot out of papier-mache (to show people being trodden on), money bags made out of fabric, stuffed, with big $ on the outside, fantastic machines made out of boxes, tubes, etc. They could be wildly complex (Rube Goldberg-type stuff) or simple, showing some process. Get ideas from cartoons.

8. IDEA FOR A PLAY: A man (rich-looking) is suffering from guilt because of world poverty. He sits moaning with pain. A doctor comes along and diagnoses "guilt." A large label marked GUILT is placed by him. The doctor says, "What you need is an innoculation of my special GIVE A FEW PENNIES TO THE POOR mixture." He gives him an injection from a giant SYRINGE. The man recovers and goes off happily.

But the next patient (a large globe, the WORLD) is still sick, and another doctor says that they still can't afford the medicine to cure him. End with the line "Who are we trying to cure?"

Leaflets follow, asking that question, and pointing out that action for development has to concern itself with modifying underlying structures that cause poverty and be based on an intellectual conviction of the necessity for this kind of change.

TARGET:

COMMUNITY ACTION

NEW WORLD CENTERS

--- there is a gap between what seems desirable and what actually exists at a particular point in time ---

No one has defined what a New World Center is, what it does, or what happens (or should happen) there. There are no "rules" for creating a Center, maintaining a Center, or for who should do it, where, or when. The idea has taken shape in many peoples' minds simultaneously. Only when there are many New World Centers will we know what one should be.

Here, in no particular order, are some ideas which have caused people to conclude that New World Centers (NWCs) should exist:

-- there is a general feeling that one of the objects of our working together is to empower the individual and the community to deal with the problem/possibilities which seem critical to them....

-- many people feel the necessity to create local, national, and international coalitions (or networks) of people who have chosen to define themselves as world problem-solvers. There are not many such people ...

-- there is a gap between what people with problem-solving potential <u>are</u> doing and what they <u>could be</u> doing. A major missing link is a Center (in a community) or a network (in the nation) which permits people who share goals and ideas to be together ...

It is important to understand that there is no such thing as <u>one</u> NWC. There must be many (and some are beginning to operate) or there are none. Certainly, a NWC is a place in a community; but it is also a national and international network of people sharing concerns, goals, ideas, information. (Of course, it doesn't have to be <u>called</u> a NWC to be one; "New World Center" is convenient jargon for an idea ...

* *

INTERRUPTION

An analogy may be helpful here. We are presently engaged in moving through a mirror. Industrial-era societies saw a particular view of reality in their mirror and, until recently, it was functional. The industrial-era no longer provides a satisfactory view of reality for many. People have moved -- or are trying to move -- to the communication side of the mirror. This proves extremely difficult, for the patterns of action which were feasible and appropriate

in the industrial era do not work in the communications era; indeed they are often contradictory. For example, in the industrial era, one brought about change by finding a policy which could gather a masssof suoporters: then they made their power known. In the communications era, one gathers a small group which can create a more attractive policy and then lets the policy attract support. The future isn't what it used to be.

* *

A New World Center might begin as a resource center where people, pamphlets, ideas, information, and action programs are gathered together, stored, organized, etc. A library; a meeting place; a place for friendship and building understanding and for enhancing one anothers' commitment; an organizing headquarters for community/national/international action programs like the models presented in this Handbook; a living and visiting place; a place where decisions are taken by people who want to be (and who should be) working together; a development house.

Decisions about relevant actions will normally bring a need for space, typewriters and duplicating machines, film projectors, tapes and tape recorders, books, magazine subscriotions, a telephone, office supplies, etc. But these are mechanical and secondary and there are many who can help with these mechanical details.

More important is to start building a communications network for development action and education which will stretch from city to city and coast to coast across the United States.

The regional and national offices of YWD, along with similar headquarters of other organizations, are willing and able to keep such a network alive by helping to move ideas about issues and actions throughout the network, as it grows. This is already beginning to happen to a small extent, but there is a need for many more people in many other places to begin defining and operating their own NWCs.

The Centers, no doubt, will be very different. But in the case of development issues and actions, many varied means of social expression are helpful rather than destructive. There is a rather general belief in America that one course of behavior, or one way of doing things, is always better than another. This is not true with respect to the New World Center concept.

Most "centers" of activity or concern are centripetal; they tend to draw people and ideas into themselves. But a New World Center reaches out. It does bring people together; but their actions move out from the Center to the community/nation/world. Ideas and information move around, among, between NWCs, not into them to be stored away.

CAUTION: A NWC is not a glorified coffee house. It is not a place where poverty and misery are romanticized. It is not a house of guilt or anger. It is a positive expression of social concern by people who want to, need to, and should be working together to share ideas, skills, decisions, actions, and the joy of discovering one anothers' human potential.

Here are some excerpts from letters written by people who have begun to operate New World Centers:

> We see the NWC concept as an effort to coordinate existing resources and ideas about communication, to brainstorm new ideas, and to implement these ideas in the community ...

The Rap Room is our main room. Communicative arts such as role playing, tapes, drama, films, multimedia showings, and rap sessions will take place there ...

> The Library will be a constantly moving storehouse of recent development information. It will contain books, catalogs, periodicals, films, records ... We have plenty of shelf space ...

The Office will keep files of YWD contacts throughout the city and coordinate the scattered high school YWD groups by phone and mail communications and meetings ...

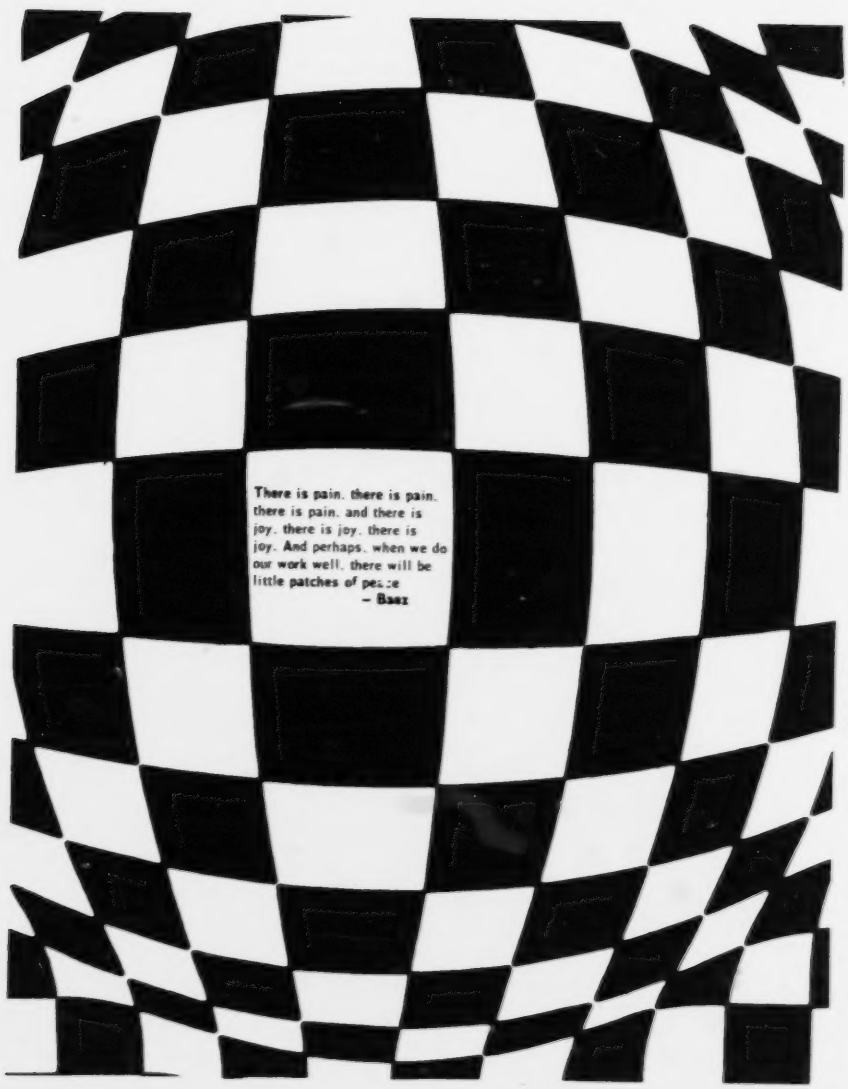
> The success of a NWC depends on whether the community is involved. We are now trying to organize the many adult supporters and activate the 30-odd deeply involved kids. As far as existing communication resources, we have been offered 30 minutes of radio time weekly on a widely listened-to radio station ...

We have ideas and plans about regular film festivals, street theatre, a bookstore, and a cash-and-commodities drive that we are eager to implement ...

> We are offering draft counciling, family planning, and drug in information besides our main goal of development education. So everything is OK and we're keeping busy ...

We've been through the mill of hassling un-real estate, book distributors, and the general money game. We are officially open now. We are selling books and records to keep it self-sufficient ...

> We've decided to ask for voluntary contributions to help keep the development seminars going. Each session, the participants are asked to contribute whatever they can to cover the cost of the pamphlets, Xerox, etc. I think


There is pain, there is pain,
there is pain, and there is
joy, there is joy, there is
joy. And perhaps, when we do
our work well, there will be
little patches of peace
– Baez

to cover the cost of the pamphlets, Xerox, etc. I think we've taken in more money than if we had charged a tuition fee in the first place. People are willing to keep something going that is useful ...

Our NWC has centrally located floor space donated in a building also occupied by the local National Welfare Rights Organization, a Day Care Center, and a draft counselling center ...

The impetus for the kind of learning we do must come from our participants. The staff and participants must work together to bring about the activities of the Center. We will meet with people and organizations on their levels of consciousness and bring people together where we are located ...

- DON'T FORGET -

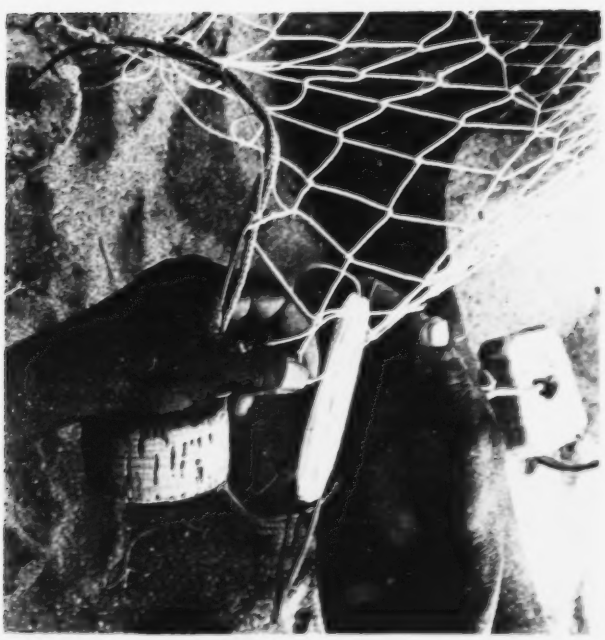
It is a great deal easier and quicker to decide for others what they should be concerned about than to go through the slow, often tedious, process of allowing the individual and the group to discover the areas in which they want to be active. There is no time left for destruction, for hatred, for anger. We must build, in hope and joy and celebration.

TOGETHER

HUNGER BANQUETS

A 'hunger banquet' is a contradiction in terms. One typical hunger banquet menu included rice and tea for 185 people and a full course roast beef dinner for 15. This vivid demonstration of the world's nutritional inequities is proportional to actual conditions. The dinner, like the rest of the program, should be educational. Several YWD groups such as Easton, Pennsylvania's, have held successful hunger banquets. A newsclipping of Easton's banquet is included in this section.

give a man a fish and you feed him for a day.
teach a man to fish and you'll feed him for life



ORGANIZATION

A. COORDINATION. Plan carefully, working with separate committees, each phase of the banquet. Get committees to run the kitchen, serve the meal, order a film, arrange the program and speakers, secure amplifying equipment, locate banquet facilities. Set up tables a day in advance. A committee of six can do last minute details of table decorations, setting up projectors, etc.

B. FINANCES. The food should come from donations from local chain stores and merchants for two reasons: it cuts costs and it lets you tell about the Walk and YWD every time you explain why you need free beans. Tickets to the banquet can be sold, maybe for $1. But you may also want to give a limited number of free tickets.

C. MENU. Keep the menu a secret. This generates community interest and enthusiasm. Utilize the banquet concept to the hilt by having waitresses, head table, invocation and program. At least two-thirds of the guests should be served something like rice and tea and the rest a full course dinner.

D. PUBLICITY. Good advance publicity is essential. Arrange for public service announcements on radio, news articles and posters. Sell tickets and buttons at shopping centers and other central locations. Ask at least one press representative to be an advisor and arrange to have the press at the banquet. Set up a press table.

E. PROGRAM. The banquet program could include an account of domestic and international poverty, films (see A Guide to Films About Development from the AFFHF), speakers, and an explanation of YWD and the Walk for Development. The emcee could punctuate the dinner with one line statistics about world poverty.

F. WALK PREPARATION. If the banquet is in preparation for a Walk for Development, you might ask people to sign up after the banquet as walkers, sponsors, workers, etc.

G. THANK YOU NOTES. Within a few days after the banquet send thank you notes to community people who helped make it a success, especially to those who donated food or other provisions.

Hunger Banquet Like Omar Khayyam —But With Rice-Beans, Cup of Tea

By RANDALL MURRAY

Last night's Hunger Banquet in Easton was Omar Khayyam revisited.

But instead of the Rubaiyat's "loaf of bread," the meal that greeted the nearly 200 in attendance was a plate of rice and kidney beans. Supplanting "a jug of wine" was a cup of tea.

The company, not nearly so comforting as Khayyam's "thou," was the stark, tragic face of hunger, starvation and bleak poverty found in this valley, this country and this world.

Sponsored by the Easton Walk for Development Committee to raise funds to fight hunger, last night's Hunger Banquet brought home to the crowd in St. John's Lutheran Church the message that there are millions of starving persons in the world.

According to United Nations statistics, 14 out of every 15 persons in the world exist on a substandard diet. Last night, one of 15 attending received a full roast beef dinner, with baked potato, salad and cake.

Walk for Development is a project sponsored on a national level by the American Freedom From Hunger Foundation. The dinner was a precursor to the May 3 walk, also scheduled to raise money to fight hunger.

Basically, a walk generates funds this way. Sponsors — individuals, groups, firms — agree to contribute a certain amount to the committee for each mile of a predetermined course hiked by its representative. Easton's walk will cover 20.5 miles.

Funds raised by the walk will go toward two self-help programs — one local, one foreign.

Outlining the foreign program was Paul Harrison, director of the Peace Corps Schools Partnership Program. The committee has chosen to fund such a school in Botswana, Africa.

An Easton pediatrician, Dr. Barbara DiSalvo, thanked the group for its agreement to provide extra money to her program, the state-sponsored Easton Child Health Conference better known as the Well Baby Clinic.

Mike Seltzer, field representative for the Hunger Foundation, revealed that 190 walks nationwide last year raised $2.5 million for various projects.

CONTRAST — Slim meal of rice and kidney beans of Jan Snyder (left) is in marked contrast with Paul Harrison's plate of roast beef and potato. Hunger Banquet toastmaster Walt Mitchell (right) awaits meager fare of beans and rice.

Most unforgettable for its impact value was the showing of excerpts from the controversial CBS television feature, "Hunger in America." When offered on TV in 1968, the candid, shocking picture of hungry, poverty-stricken Americans stirred an uproar that reached high in circels of bovernmentt.

The mood of the dinner was jovial, with laughter and jokes greeting the arrival of the slim dinner pickings. The atmosphere was subdued by the image of a sickly, starving child, crying in a fly-covered crib.

The feature showed how chronic poverty and its handmaiden, hunger, erodes life. An Alabama black woman recounted how the federal government paid her landlord to allow textile ground to be fallow while her family existed on a diet of beans and rice.

Seltzer, noting the apathy which surrounds sincere efforts to clarify the picture of need, reminded the group that a mere three votes kept the federal food stamp program from defeat last December in the U.S. House of Representatives.

"Hunger has ceased to be an issue," he said.

Harrison summed up is feelings to the audience. "There's a belief here that something can be done. And if that belief is strong enough, then something can be done."

Two of the young people backing the walk and dinner were overwhelmed with last night's response and turnout.

"I thought it was a great reception," declared Jan Snyder happily. "I think this indicates the beginning of great total community involvement in the walk."

"I think we really got the message across," stated David Zippel.

COMMUNITY SURVEY AND ANALYSIS

A community survey is one way you can discover the specific problems facing poor people in your community. Such problems may be inadequate or substandard housing, lack of food and medical services, unemployment, a poor educational system and/or a need for voter registration. Not only is it important to identify community needs, but it is necessary to seek ways in which your group and/or other community resources can be mobilized to meet these needs. This particular survey is designed to give your group an overall view of domestic development issues.

RESEARCH

A. Determine what local, state and federal anti-poverty programs are operating in your area.

B. Locate any public agencies, private organizations or individuals already working with programs in the areas of housing, unemployment, etc. and determine how effective their efforts are.

C. Identify any organized groups of poor people working to achieve their rights and work with them through every phase of the survey and follow-up action. Poor mothers in Chapel Hill, North Carolina, found that their children were not receiving free school lunches in the manner prescribed by law. They organized and pressured school officials and the school board to comply with the law and grant needy children free and reduced priced school lunches under non-discriminatory conditions.

D. If possible obtain census information about your town and county. County/city government offices, the welfare department, your local Welfare Rights Organization or League of Women Voters should be able to help you obtain information on the following:

Population
Racial or ethnic make-up
Number of families or individuals in each income bracket
Number of families or individuals eligible for welfare assistance
Number of families or individuals participating in welfare programs
Number of families or individuals below the poverty line
Number of families or individuals eligible for food assistance
Number of families or individuals participating in food programs

E. Know your congressional district and who your state and national representatives are.

F. With the information from D and E put together a profile of your community or county, indicating whether it is urban, rural, or suburban; what the major areas of employment are; if there are seasonal or migrant workers in the area; whether there is public transportation, what kind and how expensive; what the general cost of living is, etc.

Note: All members of your committee should take part in the research. This is as important a part of the learning process as the actual interviewing and follow-up action.

TRAINING

A. All committee members should meet together with a skilled community worker(s) before doing the actual interviewing.

B. Share and assess the results of your research.

C. Decide the kind of information you want to get through your survey. (How do people view specific poverty problems; what do they feel are the causes of the problems; are they aware of community anti-poverty programs; what do they think of them and/or how should they change them?)

D. Compile survey questions and discuss their meaning and how they should be phrased. Poor phrasing can influence the answers and deprive you of honest responses.

E. Give consideration to what the group might do with the results even though you can't make specific plans at this time.

F. You will want to talk with poor people themselves. Vista volunteers, social workers, Welfare Rights Organization leaders and religious leaders in the poor community will be able to help you contact poor people to interview and work with.

G. Potential people to be interviewed:

Poor people
Mayor, city council members and county commissioners
Welfare board members and case workers
Federal Food Program administrators
Housing officials
School board members, superintendant of schools, principals and teachers
Business leaders
Office of Economic Opportunity staff

growth for the sake of growth is the ideology of a cancer cell.

edward abbey

Public health officials
Newspaper editors and reporters who deal with social issues
League of Women Voters members
Religious leaders
VISTA volunteers

INTERVIEWING

A. In many places poor people have been surveyed to death. People come in and ask many questions and are never seen again and the problems are never solved. Make it clear that should you decide to undertake any action, it would be in cooperation with them.

B. Make appointments with people you want to interview. Respect the time of all people, whether it be the mayor or a welfare mother.

C. Always carry your "credentials" and be able to explain your purpose.

D. Plan to take no more than a half hour with each interviewee, but be flexible.

E. Perhaps two people should go on each interview as it is difficult to talk freely and take notes at the same time. If note-taking makes the person nervous, just jot down the main points. Immediately after the interview write down all the facts and your impressions in detail. You may want to tape some interviews if the person is comfortable with that.

F. Be familiar with the questions so that you can conduct the survey in a natural, conversational manner and be able to ad lib.

G. Do not take a patronizing attitude or argue with people. Let them fully express their views.

RESULTS

A. The results of your study will give you many ideas for action. Compile them in logical form. Example:

1. Community profile and research data
2. A section on the interviews with a page for each interview
3. Analysis and evaluation of community needs and problems
4. Alternatives for action

B. Hopefully you will be able to discern from the results what some of the more pressing needs of the poor are in your community. Some of the specific issues you may find include:

1. How are Title I (Education Act) funds being used to help disadvantaged students?

2. Is every needy student getting a free or reduced price school lunch?
3. Are all eligible people aware of and participating in federal food programs?
4. Is there job discrimination?
5. Are poor and minority students getting an adequate education?
6. Is public housing being built to meet the need and to economically integrate neighborhoods?
7. Are poor people being represented on education boards, community action program boards and other institutions which affect their lives?

C. Rank these problems and needs in two ways.

1. The first is according to which problems, if solved, and needs, if met, would be most beneficial to poor people. (As in every step of the survey, work closely with poor people on this section.)

2. The second is according to what problems your group can most realistically tackle according to resources, times, finances, etc.

D. Analyse positive and negative forces in the community whenever you rank the issues and your ability to solve them. List positive forces: people with concerns similar to yours, poor people already organized to fight for their rights, good laws not being enforced, etc. Public opinion on certain issues may be positive or negative or non-existent. List the negative forces. Consider all aspects and then decide on what issues to tackle.

EXAMPLES OF COMMUNITY SURVEY FOLLOW-UP

A. In Chapel Hill, North Carolina, one YWD member investigated the federal Emergency Food and Medical Services (EFMS) program and found that money was not being made available to the poor as required. He wrote letters of inquiry to HEW about the program and this specific case. Regional Office of Economic Opportunity (OEO) people soon contacted him and the program director. They discovered that the director, in preparing his budget for the coming year, had allocated unnecessary amounts of money for staff, leaving little money to meet the needs of the poor. OEO regional people went to work with him to revise the budget. It was also realized that an advisory council should be formed for EFMS. This was done and, according to the law, poor people were made part of the council. However, shortly afterward, federal officials determined that there no longer exists a food emergency in the United States, so EFMS is being phased out. In Chapel Hill, poor people are using the program now while they can. There is talk of using some of the remaining EFMS money to start a food cooperative for the poor.

B. In Quincy, Massachusetts, the YWD people investigated the local school breakfast and lunch programs within their city and found that none of the city's twenty-five elementary schools were operating a lunch program. Four of those schools had been invited to join a pilot free breakfast program under Title I of the School Lunch and Child Nutrition Act. Two of those schools had responded unfavorably to the program.

A nutrition workers whose eight children were affected by the lack of school breakfast and lunch programs was contacted. She organized a group of 15 other concerned mothers who met with the YWD group to draft plans for introducing a school lunch program in one elementary school. Together they organized a public meeting, conducted a telephone survey of surrounding towns and discovered that all of them provided lunch programs, sent letters to civic groups, and canvassed every home in the district giving out informational flyers. As a result of the overwhelming community support that they were able to generate, a school lunch program is now in operation in the Snug Harbor elementary school in Germantown, Mass. Work continues, however, to expand these benefits to other schools and to insure that the program won for Snug Harbor is upheld.

ACKNOWLEDGEMENTS

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A Wizard of Id cartoon has been omitted here because of copyright restrictions. It was reproduced from "Involve"

RESOURCES ON POWER STRUCTURE ANALYSIS

A. "Use a Survey to Fight Poverty" from the New Jersey Community Action Training Institute, 2465 South Broad Street, P. O. Box 4078, Trenton, New Jersey 08610.

This booklet gives specific information on how to conduct a survey for problems such as housing, consumer fraud ("the poor pay more") and unemployment.

B. It is important to realize who has power, influence, and control in your community if you are to be successful in creating lasting social change. If you talk with a poor person, you will soon see that he or she did not choose to be poor. There are forces at work in society that have olded poor people into their present position and operate to hold them there. Therefore it would be naive to work solely with the poor without taking into account the vested interest in the commun ty and society a large.

If you are interested in pursuing this idea further, see the Power Structure Analysis of Madison and Dane County, Wisconsin. The report (66 pages) is available from Wind Directions Publishing, Box 243, Madison, Wisconsin 53701. The price is $1.00.

C. Getting and Keeping People Together by Alan McSurely, from Southern Conference Educational Fund, 3210 West Broadway, Louisville, Ky. 40211, 25¢.

D. Hunger Action Agenda by Patricia Young, from the Board of National Missions, The United Presbyterian Church in the U.S., 475 Riverside Drive, New York, NY 10027, 10¢.

E. NACLA Research Methodology Guide by North American Congress on Latin America. Write NACLA, P. O. Box 57, Cathedral Station, New York, NY 10025 or NACLA, P. O. Box 226, Berkeley, Calif. 94713. 25¢.

F. The Organizer's Manual by the O.M. Collective. Bantam Books Inc., 666 Fifth Avenue, New York, NY 10019, $1.25.

*The Organizer's Manual also recommends the following additional resources:

a) Where It's At, A Guide to Community Organizing, from New England Free Press, 245 Roxbury Street, Boston, Mass. 02119, $1.00.

b) How to Research Your Own Hometown, from Radical Education Project, Box 561-A, Detroit, Mich. 48232, 15¢

c) The Care and Feeding of the Power Structure by Jack Minus, from Southern Conference Educational Fund, 3210 West Broadway, Louisville, Ky. 40211, 15c.

G. Source Catalog (An Organizing Tool) by the Source Collective. Volume I: Communications. Swallow Press, Inc., 1139 S. Wabash Avenue, Chicago, Ill. 60605, $1.50.

The Source is designed to put people in touch with projects and resources. Later volumes will cover: Communities and Economics, Third World -- U.S.A., Justice -- Repression, etc.

DIALOGUE WEEKEND

A new type of workshop, a dialogue weekend, has been tried successfully in Los Angeles, but can be done anywhere. The basic idea is to get a number of young people from a minority and/or poverty group together for a weekend with an equal number of white, middle class young people.

Many groups are asking how they can become involved with minority and/or poor groups. Nearly everyone, hopefully, wants to avoid a paternalistic approach to poor people -- the "We are coming to the ghetto to help you" approach -- because a feeling of superiority underlies this attitude. We are searching for ways to begin to combat racism in our own communities and our own lives. People from different backgrounds need to communicate, to come to recognize and respect each others' different-ness, to understand themselves and each other. It's a two-way street; each must help the other in this learning process.

Instead of a predominantly white YWD group going to the ghetto (or barrio or reservation) to initiate an action program they think is good -- the overtone of this is "We are coming to help" -- and being met with a "We don't want or need your help" response, an honest dialogue should take place. Middle class young people can honestly say "We need your help."

HOW TO ORGANIZE

If the entire weekend is planned solely by the white middle class kids in their part of town, the weekend will have failed before it starts. All planning should be done jointly by representatives of the two groups. In Los Angeles, an initial contact was made with some chicano groups in East Los Angeles by calling members of existing teen clubs. Students who were interested in the idea came to tne first planning meeting.

TIME REQUIRED

It takes several months to plan such a weekend, since representatives from all groups are involved. Most of the planning meetings were held in East Los Angeles, because it was easier for the "anglos" to get transportation. However, these meetings were a great success; nearly twice as many came to one of these meetings as we could accommodate at the camp for the weekend itself.

DECISIONS WHICH NEED TO BE MADE TOGETHER

1) AIMS OF THE WEEKEND. One of the things to talk about at the first meeting is the PURPOSE of the dialogue. (The goal may simply be to get to know each other or it may be to work out some action plans and start an on-going relationship.)

2) WHERE THE WEEKEND WILL BE HELD. This includes room and board arrangements. In Los Angeles, the County Human Relations Council had an abandoned detention camp in the mountains and, to encourage this type of get-together, would provide free room and board to groups composed of at least 50% minority and/or poor people.

3) WHEN IT WILL BE HELD. The decision on the date needs to be made early. (Because of the number of people interested, you may need to schedule more than one weekend. Or, successive dialogues may be planned.)

4) WHO TO INVITE. The group in Los Angeles limited it to an equal number of high school-age chicanos and anglos. so that the groups would be evenly balanced.

5) HOW MUCH IT WILL COST. In Los Angeles the planners wanted to keep the cost the same for everyone -- yet it had to be very low. (Someone from East L.A. got a school bus and driver, so all each person had to pay was $1 for gas.)

6) SCHEDULE. Work out discussion topics and questions together. Rather than beginning with a discussion of "race" directly, our group decided to talk about specific topics such as education, family life, etc. (See attached schedule.)

7) TRANSPORTATION

8) LIST OF WHAT PEOPLE SHOULD BRING

9) SELECT ADULT ADVISORS AND DISCUSSION LEADERS. One of the keys to the success of the L.A. weekend was that four chicano college students who believed in the possibilities of the weekend moderated the discussions -- and at times acted as mediators.

WHAT COULD BE DONE BETTER (BASED ON L.A. EXPERIENCE)

A. Perhaps because of the idealism of the planners, they were surprised when some participants said that they became polarized and felt like there were two opposing groups -- when they hadn't felt this way before the weekend. Because most of those who came had little contact with persons from very different background, this was a natural reaction. This could have been expected, and should have been discussed directly in the beginning before the workshop began.

B. No follow-up was planned. At the end of the weekend everyone wanted to stay longer, people exchanged phone numbers and they wanted to get together for a picnic a month later. But the weekend was envisioned as complete in itself. What we could have done was to decide on a common action project -- what can we do together to help "our" community? The benefits of the weekend would have spread -- and what could be a better way to start an action project?

SAMPLE SCHEDULE

Friday:

6:30-7:30 dinner, introductions, listening games
7:30-9:30 film "No Reason to Stay" followed by Discussion on Education:

1. What do you expect to get out of your education?
2. How do you feel about bussing kids from one neighborhood to another?
3. How do you feel about the raised University of California tuition? Does it affect you? Does it or will it keep people from going there?
4. If you could revise your learning experiences, what would you do?

Saturday:

9:00 breakfast
9:45-11:30 film "Joshua" followed by Discussion on Relations Between Cultures:

1. What do you mean by culture?
2. What do you mean by the black culture? the Mexican-American culture? the anglo culture? etc.
3. How do you feel about white society? How does white society feel about Mexican-Americans? about the black community?
4. Should there be a plurality or a melting pot? (Should there be black/white/brown separate cultures existing together -- each with its own identity?)
5. What do you think about "integration"?
6. Do you see violence or non-violence as a means to improve the situation of the minorities?

11:30-1:00 Barbeque
1:00-3:00 Scavenger Hunt, recreation -- creative projects, sports
3:00-5:00 films "Hangman", "That's Me", "Unanswered Question," 35 minutes. Discussion on Social Responsibility:

1. Do you see any changing attitudes or conditions in your own neighborhood?
2. Is there any way you can involve yourself in improving unjust situations in your community? Do you want to?
3. What does the term "the American society" mean to you? Are you part of it? Do you want to be?

5:00-6:00 preparation for Mass (songs)/Mass
6:00-7:00 dinner
7:30-9:00 speaker, discussion

Sunday:

9:00	breakfast
9:45-11:00	conference: open-ended evaluation and discussion/ Happening
11:30-12:30	clean up, pack
12:30	lunch, leave camp
2:00	arrive back at high school

RACISM IS...

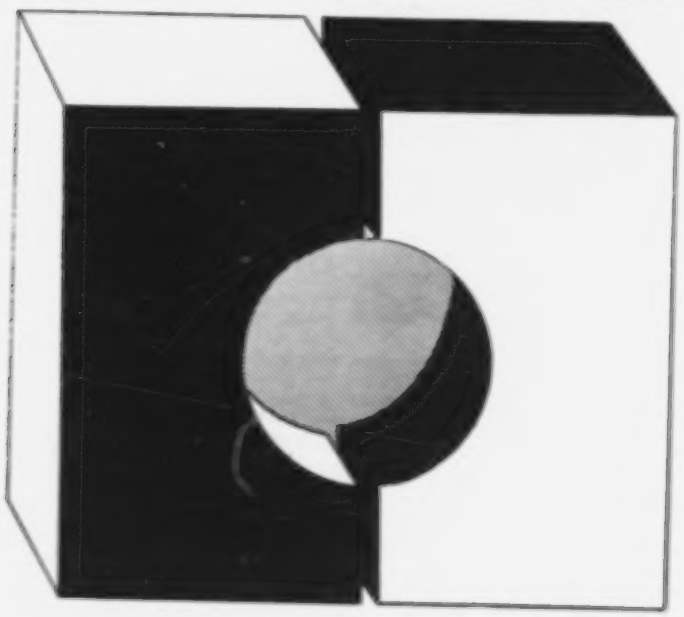
ROOTING FOR THE INDIANS TO BEAT JOHN WAYNE.

ASKING WHAT IS MEANT BY THE "3rd WORLD."

A SALE SIGN APPEARING NEXT DOOR TO THE BLACK FAMILY THAT JUST MOVED IN.

SAYING " WE DON'T WANT ANY" TO THE BLACK CANCER VOLUNTEER.

BELIEVING THAT COLUMBUS DISCOVERED AMERICA.



INVOLVEMENT OPPORTUNITIES CATALOGUE

An Involvement Opportunities Catalogue is a listing of local social action groups needing volunteers which youth can choose from in helping to build a healthier community. Compiling this catalogue is a valuable project which a YWD group can do in a relatively short period of time with an organized effort.

GOALS

The reasons some groups have already undertaken this project are (in their words):

A. To get students personally involved with other people and ongoing projects, mainly as a sharing experience to learn from others and to broaden one's concept of the many sides of development.

B. To become acquainted with various community projects and programs which are available to learn from and to support.

C. To provide a variety of meaningful choices for students who are now in schools with schedules enabling them to use school time for community action involvement.

D. To provide this variety of choices for individuals wishing to help after school or on weekends.

IMPLEMENTATION

A. A group wishing to undertake this project should compile or obtain a list of community agencies and programs. Call a meeting of interested people to determine the purpose and uses of such a project. Divide the agencies and projects into categories (such as the elderly, environment, day care, etc.), with each person being responsible for one or more categories. Within a week each person should report back after calling the agencies they have been assigned, and finding out the information for each group.

B. The information in the catalogue should include:

   1. the name, address and contact person for each organization
   2. the listing of the age requested for volunteers, the times they could work, job descriptions and qualifications required of the volunteers.

SUGGESTIONS

A. You might list the agencies alphabetically with cross references in such areas as types of projects, geographical locations, age of volunteers, and qualifications and time.

B. Be selective about which projects you list. If you are not sure about a project from a phone call, set up a personal interview with the agency contact.

C. Those who have done catalogues suggest that careful thought be put into the introduction as to the purpose and goals.

D. You may want to mail it out to your regular community mailing list as well as to every school counselor and student council president. This may give you valuable contacts in schools, but more importantly, it may help more people to get personally involved and committed to the work needed to be done in their community.

E. YWD could act as a referral agency, but they could also check to see if an already existent volunteer citizens bureau could handle it to avoid duplication of services.

FOR FURTHER INFORMATION

Two YWD groups which have done projects involvement catalogues and would be willing to send out copies or information on them are:St. Louis YWD and Washington, D.C. YWD.

Write: St. Louis Involvement Catalogue,
Greg Darneider
1114 South Kings Highway
St. Louis, Mo. 63110

or

Chris Thomas
936 23rd St., NW
Washington, DC 20037.

SELF TAX CAMPAIGN

The principle of self-tax is a personal, individual decision to reduce one's income by a fixed amount or percentage each year. The amount saved is called the self-tax. It goes to help development projects. While the government taxes people forcibly, self-tax is a voluntary decision.

HOW BIG IS THE SELF-TAX?

This is up to you. To take an example, you could decide to pledge $3 each month to a specific development project. That would be a self-tax per year of $36. Or you could decide to pledge, say, 2% of your income. You then figure out your annual income and pay out whatever is 2% of it. Suppose you have an income in 1972 of $6,000. Rapid calculation on your internal IBM computer shows that 2% of $6,000 comes to $120 per year. This is the same as $10 a month -- so your self-tax is $10 a month. Let's say you get a raise at the end of 1972 so that your income for 1973 is going to be $9,000. You go back to the computer and figure out that 2% of $9,000 is $180 per year, which is $15 per month. So for 1973 your self-tax is $15 a month.

Using percentages is a neat way to work out the amount you decide to tax yourself, because if you are a fat cat you should be paying out more than if you are scraping the bottom of the barrel. (2% of Rocky's income would be a neat sum.)

WHERE DOES THE MONEY GO?

This depends entirely on what the organizers of the self-tax scheme decide. Most of the self-tax schemes now operating in Europe provide their funds to development projects, both international and domestic. By far the most effective technique in self-tax is when the person joining the scheme has a choice of where his or her money should go. To make this more specific to YWD, a group could set up a self-tax scheme with a choice of four development projects. The funds would then be divided amongst the projects in accordance with the individual choices made by those participating in the self-tax scheme. The self-tax money could also be used for educational purposes. The important point is that the self-tax scheme should allow each of the people joining it to decide how their money is to be used.

WHO IS INVOLVED?

The key to the success of self-tax schemes is getting many people involved. It may be heroic if you are self-taxing yourself at 99% of your income, but if you are alone it's not much use. The key to a successful self-tax scheme is the formation of a self-tax union. (A union is a group of more than 100 people. The initial aim of a self-tax campaign is to form more than 100 unions, i.e., involve more than 10,000 people.)

One of the great features of the self-tax idea is that it can involve all different kinds of people. High school and college students, pare parents, teachers, businessmen, professionals, church congregations -- everybody. If you are providing 2% of your income, it's difficult for someone earning far more than you to wriggle out of contributing 2% of their income. You try to involve a good range of people in each union, so that this self-tax scheme is not just a young people's idea.

EDUCATIONAL INPUTS

So far we've only mentioned the financial aspects of the self-tax scheme. In terms of funds the idea is powerful because 100 unions can produce an annual income of over $250,000 per year. But this is not all -- another exciting part of the self-tax idea is the chance it offers for meeting and discussing development with people on a one-to-one level. The idea cannot spread by mailings or simply casual discussion. People do not commit themselves to the self-tax principle without seriously looking at the ideas behind it. To involve someone in the self-tax scheme you have to talk with them, discuss, argue the case for development. This means you have to be well-informed. During the discussion you have to combat all the hoary old arguments with the facts. THIS MEANS YOU ARE DOING AN EDUCATIONAL JOB. Most people don't know what "development" is. They hardly know the first thing about international and domestic problems. But they have to take seriously someone who comes to see them and asks to spend some time discussin the issues. They have to take seriously someone who has himself or herself entered into a long-term commitment. The self-tax scheme provides you with the opportunity to communicate to other people about development in the context of a specific campaign. It tests your ability to communicate what you know successfully. After all, if you are unable to communicate what you know to others, then all this educational idea is just a bunch of bull. Spreading the self-tax is not easy. But it will expose you to all the rationalizations that people use to shrug off their responsibility for the state of the world. You have to respond to these rationalizations creatively, and thus shoot them out of the sky.

The most important educational weapon you have is your own brain and body, but of course, a well-organized self-tax scheme must also have first-rate educational materials. Many of the existing materials produced by WWD's education staff can be used, but some new materials specific to the self-tax scheme should be developed. Every person joining the self-tax scheme must automatically be plugged into an educational network. At the simplest level this means that everyone joining must receive a series of good materials. One of the best features of the self-tax scheme is that someone who has joined by committing their cash resources on a regular basis has a strong built-in incentive to study the materials they receive. Those who are organizing the recruitment of new people to join the self-tax scheme also have a prime incentive to educate themselves on the issues. Without this education they will not be able to persuade anyone that development is worth fighting for!

MAN-

THE MEANS AND END OF DEVELOPMENT.

1,000 students within three weeks. By July of 1970, some 15,000 British college students had joined 3WI and today's membership is over 25,000 -- which is 8% of Britain's total college population. The students are contributing an average of $10 per year to international development projects and to educational projects. 3WI has organized an educational arm, which provides all members with the Third World File, a folder of basic development documents, and The Internationalist magazine. The Internationalist, which was launched by 3WI, is Britain's only popular development magazine. It now has a circulation of 41,000 copies. 3WI has active college groups all over Britain, and supplies all its groups with a range of educational services such as films, speakers, and campaign ideas. 3WI organizers visited Algeria last summer to gain some direct experience of conditions in one important Third World country. The 3WI campaign continues strongly today. Besides expanding its base amongst college students, 3WI is now making deliberate efforts to reach out into the wider community.

PERSPECTIVES ON SELF-TAX AS A POWERFUL ORGANIZING TECHNIQUE

One essential point: the main justification for a self-tax scheme is as a means of getting people involved in development issues. While the self-tax scheme can raise large amounts of funds, there are certainly more effective fund-raising techniques (for example, the Walks). The strengths of the self-tax scheme are that those getting involved are taking on a small but definite long-term commitment; that it provides all kinds of educational inputs; that it is a way of involving people who would other wise stay out of the issues or else simply toss a few pennies in a bowl for the starving; and that it offers a specific organizational focus in which people can work and succeed in proportion to their efforts. Successful self-tax schemes can also be a highly valúable lever in getting capital out of local powerholders to start, for example, a New World Center. Self-tax, like the Walks, is only a step. It is not an end in itself. But with this in mind self-tax can be a valuable organizing method, as the 3WI experience has shown.

HOW TO FOLLOW UP IF YOU ARE INTERESTED

This brief summary has not dealt with the many practical and specific questions which must be answered if a successful self-tax scheme is to get off the ground. For example: how are the funds collected? What is the mechanism for ensuring that people do make the repeat contributions they have pledged? What should the self-tax form look like? What kind of supporting literature is required? etc. These questions are all being actively reviewed now. Mike Seltzer and Phil Maxwell are working to develop some pilot ideas. (Phil was co-founder of 3WI.) For further information, contact Mike or Phil at the Northeast Center, AFFHF/YWD, Holmes Road, Holmes, New York 12531.

A further prime educational input comes from the meetings of the self-tax union. These meetings are timed to follow each successive self-tax drive. Your group can play a vital role in making these meetings successful, using all the materials and techniques they know.

THE MECHANICS OF ORGANIZING THE SELF-TAX

A. There are two vital techniques in the building up of a self-tax union to the level of 100 people or more. The first technique is the "friend to friend" system. Say there are six people involved at the start. They want to build up to 100. First they adopt the self-tax for themselves -- signing the self-tax forms. Then each one involves five friends. This builds the membership to 36. A meeting is then held of all 36 members. (Or as many as possible of them) At this meeting, all the ideas of the self-tax scheme are thoroughly discussed and the new members get excited about expanding membership.

B. This is where the second technique comes into play -- the setting of a target. For example, the group could set a target of 70 in three days' time and 150 in ten days' time, with two meetings scheduled to take place in three days and ten days. Everybody present at the meetings must take responsibility for involving at least two more people by the next meeting. It's then up to the organizers to really work hard to involve new members, to keep phoning existing members to get them into action and to meet the targets. The great advantage of this is that everyone has something to aim for. As targets are achieved people become more and more confident that they can go on to achieve more. The campaign is exciting because many people are involved. In this way, self-tax unions can be quickly built up.

SUCCESSFUL SELF-TAX SCHEMES; THE 3WI EXPERIENCE

Successful self-tax schemes are already operating in Britain, Germany, Sweden, Denmark, Holland, Switzerland and Australia. The exact formula varies -- but most of the schemes are percentage schemes. In Switzerland, the members of the Berne Declaration Group pledge 2% of their income. In Britain, members of Third World First (3WI) pledge any amount between 1% and 3%. Many church groups operate schemes whereby the self-tax is for the equivalent of one day's pay. Total world membership of development self-tax schemes, not counting church schemes, is probably around 80,000 people. (Of course very much larger numbers of people are involved in giving funds on an irregular basis to fund-raising agencies.)

The experience of the Third World First (3WI) Group in Britain is probably the most relevant to YWD. 3WI started in 1969 with two Oxford College students. The self-tax idea spread quickly in Oxford involving some

THIRD WORLD SHOPS

Third World Shops originated in Holland and now operate in several European countries. They are designed to educate the public about specific international trade issues, and global political and economic structures.

There are nearly 100 shops in the Netherlands which attempt to show the significance of unjust trade structures of the rich countries by importing and selling certain products from the developing countries. Leaflets are distributed with product sold to explain how justice is being obstructed by:

A. The rich countries imposing heavy import duties upon certain products of the developing countries so that they are unable to export their goods.

B. The rich countries, through their investments in the developing countries, controlling so much power that the poor nations cannot sufficiently determine their own political and economic development.

C. The rich countries giving only limited support to commodity treaties or trade agreements.

A few YWD groups are setting up Third World Shops based on the European plan. They will sell crafts and products made by the economically poor in this country and in third world countries. They also hope to involve the community in a cross-cultural experience about the issues of development, with trade as a starting point.

HOW TO SET UP A SHOP

A. Have a core group interested in setting up a shop work out a basic philosophy and purpose for the shop.

B. Find reliable people who can help with the financial and legal aspects of setting up a shop.

C. Analyze your community situation to decide how and where a shop might best be set up and run. A shop could possibly be set up in a New World Center. It can also be located in a church, youth center, low-rent or donated room, house, etc., The one important consideration is that the location be easily accessible and where many people pass by.

D. Work out the staff, schedules, salaries, and responsibilities. If an all-volunteer staff is impossible, perhaps one or two regular workers could receive minimal salaries. Economically poor people could also work in the shops and/or sell their own products. It is also important to find workers who will be dependable and enthusiastic not only for the first few months, but on a long term basis.

E. Contact domestic and international groups and/or individuals who will supply crafts and products and work out financial arrangements with them. The craftsmen themselves should receive a large proportion of the profits to aid their own development.

F. Print educational leaflets to accompany each item to be sold, describing how unfair trade practices affect both consumers and those living in the developing countries, especially in those nations with one-crop economies.

G. Create an international atmosphere with third world art exhibits and music which could be provided by community groups, foreign students. projects people, etc., You may even want to present cultural or development evenings with plays, films, speakers, dancers, musical groups, etc. communicating their ideas in various forms.

H. Set up a literature section on development to include paperbacks, pamphlets, magazines such as The Internationalist, newspapers, and books about various aspects of development. One type of booklet which could be appropriate is a consumers' guide mentioning products to boycott and those to support and why. Information about and in support of liberation movements in countries under some kind of colonialism and/or exploitation could also be available.

CONTACTS FOR MORE INFORMATION

Two YWD contacts working on Third World Shops are Menno van Wyk, 763 Belmont Place East, Apt. 303, Seattle, Washington 98102 (206-322-9378) and Mary Bradley, 6029 26th St., Rio Linda, Calif. 96673 (916-991-2760).

There is also a foundation in the Netherlands which coordinates shops. They keep in contact with each other through bi-monthly meetings organized by the foundation and a bulletin which they produce. The foundation doesn't import products, but is an agency for the importer, so the shops can order through them. They also organize training sessions for groups wanting to set up a shop. You can contact them by writing: Stichting Wereldwinkel, De Vork 2, Odijk, The Netherlands.

TARGET:

ACTION BRIEFS

SCHOOL LUNCH PROGRAMS

On May 14, 1970, President Nixon signed a new bill (P.L. 91-248) to amend the School Lunch and Child Nutrition Acts. The new law states that every needy child must be served a free or reduced price school lunch. The law applies to every school in a district receiving federal funds for child nutrition programs.

Since the legislation is on the books, the present task is to ensure that all school districts implement it properly.

Students can become involved locally in the following ways:

1. Investigate the school lunch program in your district or school communities.

2. Offer assistance to local community leaders about school lunch problems.

   A. Provide technical assistance to poor people's school lunch committees so that those committees will not have to depend on community action programs or public officials for information.

   B. Provide clerical assistance at the request of poor people's community school lunch committees by:

      1. mimeographing leaflets calling for school lunch action
      2. obtaining and distributing "School Lunch Bill of Rights" leaflet from National Welfare Rights Organization,(1419 H St., NW, Washington, DC 20005, 10¢ - group rate)
      3. mimeographing and assisting in mass distribution of self-certification forms for free school lunches
      4. joining community groups in school lunch actions.

   C. Help organize school lunch committees where they don't exist.

3. Offer to work with community's school lunch committees to link up with other committees in an area or state through correspondence with The Children's Foundation (1026 17th St. NW, Rm. 309, Washington, DC 20036). Also work with other interested national groups, such as NWRO, to build coalitions:

   A. by helping gather statewide information on implementation of school lunch program

   B. by providing transportation and joining in meetings of committees in one area with committees in another school district.

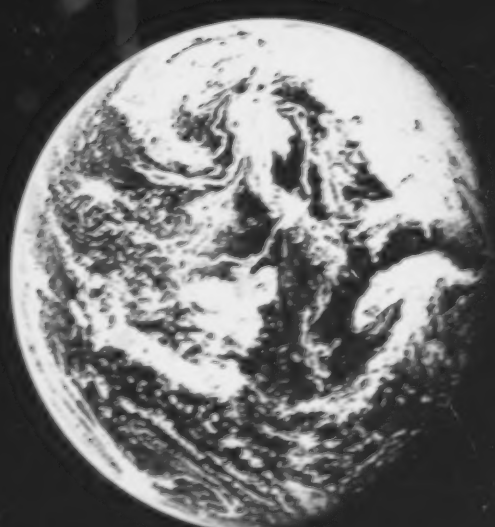
. . . the planet is inhabited by humans, still in the age of primitive atomic weapons.

Their civilisation is based on a hierarchy system. One group of about a billion humans lives mainly in the northern parts and owns the planet. They have a surplus of human needs. But their further evolution is threatened because they have not yet diagnosed the widespread mental illness of chronic consumerism.

The other group of about two billion humans live mainly in the more ultra-violet zones and is therefore recognisable by a greater melanin content in the skin. For some reason this makes the difference. This group seems to have had all its basic rights taken away, and they live only about half as long as the more northern humans. About three-quarters of their deaths are induced by straightforward malnutrition and this threatens their further physical and mental evolution.

This division of humans, one group threatened by too much, and the other group threatened by too little, seems to have injustice as its cause and violence as its consequence, and shows that the planet is even less advanced than it appears.

There is also a growing minority in both groups which thinks that the hierarchy system should be abandoned and that all humans should take a new direction together. This suggests that the planet is capable of advancing towards civilisation.



4. With the community group, check the position of politicians running for office on the school lunch programs.

   A. Solicit statements of support fro the expanded school lunch program from local politicians.

   B. Make sure that students campaigning for candidates are aware of the school lunch law and the position of their candidates vis-a-vis immediate implementation of the law. (Remember that support of or opposition to a candidate for political office cannot be done in the name of Young World Development.)

For further information on school lunch programs, write to The Children's Foundation and request the Student's School Lunch Bag, an organizing manual (25c), and their other publications.

WHO OWNS THE SLUMS CAMPAIGN

Physical conditions in dwellings in slums and ghettos often deteriorate as a result of landlord negligence. To improve these conditions, organize a "Who Owns the Slums?" campaign:

1) Help form a coalition of interested groups and people, including a large representation from the poor community itself.

2) Obtain a map from the local tax assessor's office of your selected area and find out who the property owners are.

3) Obtain a copy of tenant's rights in your community from the local housing authority or the National Tenants Organization (see address below)

4) Send out a survey team to check out housing conditions in this area using the housing authority's guidelines.

5) Compile results and match landlords with properties.

AND SO YOU ASK,
WHAT ABOUT THE INNOCENT BYSTANDERS?
BUT WE ARE IN A TIME OF REVOLUTION!
IF YOU ARE A BYSTANDER, YOU ARE NOT INNOCENT

6) Mail letters to all major landholders ~~who you have~~ found to be negligent.

7) Issue your results in a report to the press.

8) Plan organizing tactics to ensure improvement of some of the conditions that your work has uncovered.

These campaigns have occurred in Arizona and New Hampshire. For more information on low-income housing for the poor, contact the National Tenants Organization, 425 13th St., N.W., Suite 548, Washington, D.C. 20004.

CANIDATES NIGHT

Before a local election, invite the candidates of all major parties to present their views on selected issues related to human development (domestic and international). Ideas for issues are:

Domestic:

right to food (free school lunch program, food stamps, commodity program)
low income housing
job training
welfare reform
quality education for the poor

International:

world trade
U.S. policies and programs affecting poverty in other nations
U.S. private investment in poor nations
war/peace
U.S. role in development of Third World countries

Often these issues are not discussed by candidates from any party before an election. YWD people can change this by organizing a candidates night.

1) Arrange for a large meeting place in the center of the community.

2) Plan a publicity campaign to advertise the night emphasizing the "human issue" aspect.

3) Draw up the topics that you want the candidates to address themselves to, and invite them to speak specifically on those issues.

4) Invite all media to cover the proceedings.

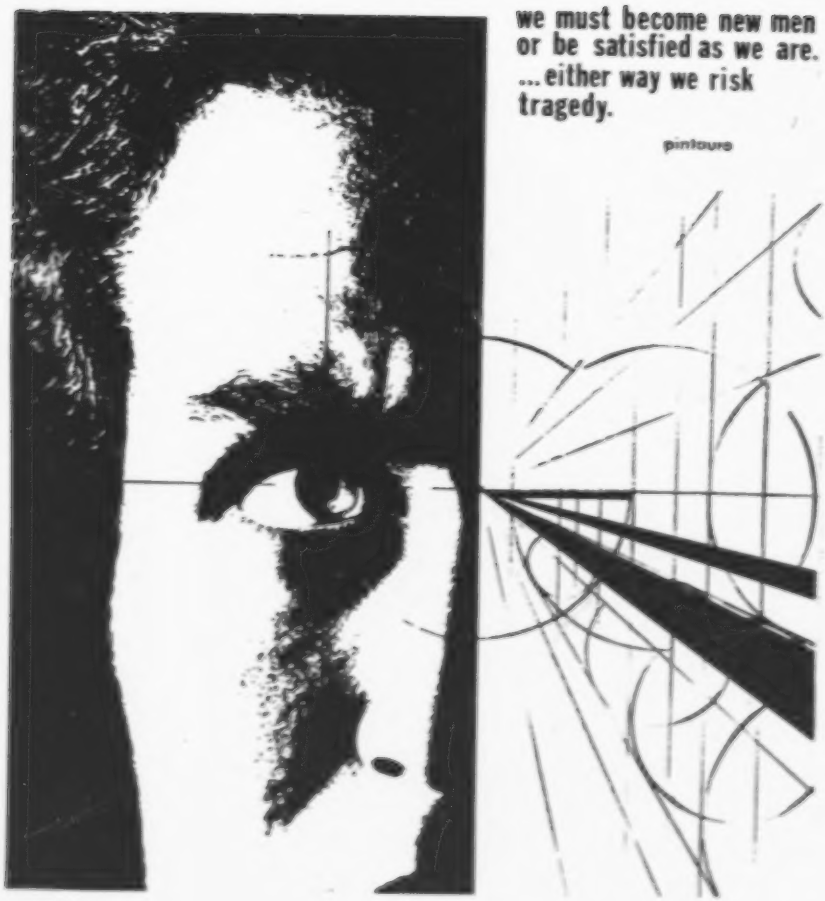
5) Make sure that microphones are staged in the audience for question-and-answer period.

Further suggestions:

1) Your leverage in making sure that the candidates will come is your ability to turn out people for the event.

2) Be sure that the invitations to the candidates are sent in advance, stressing that only the attached list of topics are desired for discussion.

3) Don't overlook any sector of your community when inviting people to come. Invite service clubs, school groups, religious organizations,



etc. The purpose of the meeting is to begin discussion among all people on the issues at hand.
people

4) Using candidates night for material if possible (or other sources) produce a pamphlet for mass circulation which contains candidates' views on specific human development issues. Remember that support of or opposition to a candidate for political office cannot be don in the name of Young World Development.

COMMUNITY HEARINGS

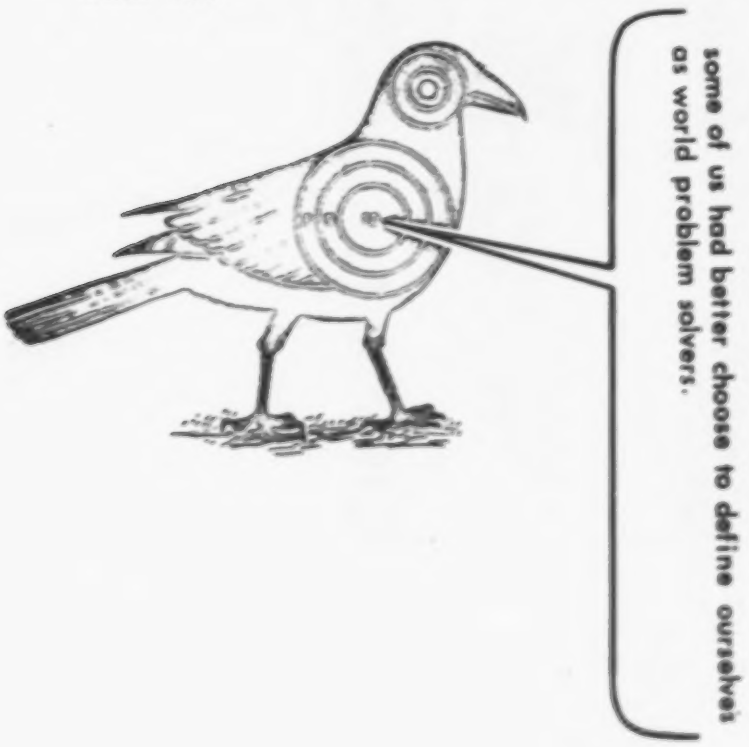
This is a reversal of candidates night -- instead of politicians giving their views to the public, the public gives their views to the politicians.

1) Pick an issue that concerns your community presently or potentially.

2) Invite all those who are affected by or involved in the issue to participate. Include various organizations -- and many viewpoints.

3) Invite elected officials to hear the views of their constituents.

4) Invite the public at large, and follow other suggestions for a candidates night.



CORPORATE BOYCOTTS

American corporate involvement in developing nations gets scant attention. Yet, in many cases, these same businesses support or reinforce situations in a country which directly hinder development. Boycotts of such companies can be a means of forcing a corporation to change its policies, to become more consistent with development objectives. Often the issues are complex -- corporate investment and other policies can also assist development.

TACTICS

1) The crux of a boycott's success lies in its educational aspects. For example, discussion about Polaroid's work in South Africa brings to light the nature of apartheid in South Africa, and our support for it. A boycott is merely a vehicle to change the nature of American involvement -- to refrain from intervention and oppression.

2) Tactics may vary greatly. Leafletting and talking to shoppers at the entrances to stores is one way to communicate to people. Publicity in newspapers, radio, and television talk shows is also effective. Mock trials (guerilla theater) on corporation policy and teach-ins can also be effective.

SOURCES OF INFORMATION ABOUT BOYCOTTS

Several boycotts are presently underway. They include the following:

The Gulf Oil boycott is sponsored by several different groups in response to Gulf Oil's involvement in Portugese colonies in Africa. Information is available from:

1) American Committee on Africa
   164 Madison Avenue
   New York, New York 10016

2) Gulf Boycott Coalition
   Box 123
   Dayton University Station
   Dayton, Ohio 45406

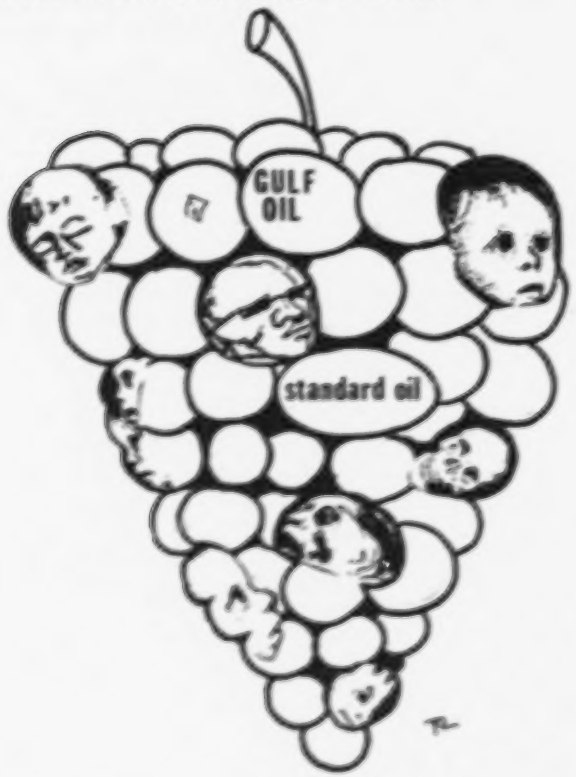
The Standard Oil boycott is directed against the nature of Standard Oil's involvement in developing nations around the world. Information is available from the International Boycott of Standard Oil Committee, 343 South Dearborn, Room 1416, Chicago, Ill. 60604.

The United Farm Workers Organizing Committee boycott (grape boycott, lettuce boycott, Safeway boycott) is a means to inform the public of the plight of migrant workers in this country and of the efforts of United Farm Workers to improve the situation. Write for information to United Farm Workers Organizing Committee (UFWOC), P. O. Box 62, Keene, Calif. 93535.

RESOURCES

1) For an excellent discussion on the effect of corporate boycotts, see the article, "Polaroid Power" by Michael Reisman, Foreign Policy, Number 4, Fall, 1971 (published by National Affairs, Inc., P. O. Box 379, Old Chelsea Station, New York, NY 10011).

2) The Non-Buying Guide for Peace has been recommended for its listing of products that are related to the exploitation of developing nations. Available for $1.00 from Third World Reader Service, 1500 Farragut Street, N.W., Washington, DC 20011.



PEOPLE'S TAXI

Poor people need, but often cannot afford, transportation to get to the doctor, to do the weekly grocery shopping, to pick up food commodities of food stamps -- in short, to handle both regular needs and energencies.

A. The Chapel Hill, North Carolina YWD organized a people's taxi in the summer of 1970 to help people bring heavy boxes of canned goods home from the commodity distribution point. Many recipients did not have cars and had to pay taxi fares which they couldn't afford. Students volunteered to provide free rides. That fall, when school started again, the YWD committee got the local chapter of the Women's International League for Peace and Freedom to take over the taxi service.

B. Babysitting is both relatively easy and much needed. A free baby-sitting service could be organized with ideas and help from welfare mothers and poor people in the community. Find out the needs, and make yourselves available to help.

CANNED EDUCATION

Indianapolis, Indiana, has changed an old community charity program into a means for changing attitudes. Canned food drives and money collections for the poor at Thanksgiving and Christmas are as traditional as turkey and pumpkin pie -- and as easy to ignore the issue of poverty the other 363 days of the year. However, canned food drives have the potential to foster longer range understanding and commitment.

Advance preparations and all publicity for these drives should aim at furthering awareness in a community of hunger and poverty.

For further information and organizing materials, contact Ed Weisenbach, Indianapolis YWD, P. O. Box 55428, Indianapolis, Ind. 46205.

COFFEE ACTION CAMPAIGN

Modelled on, and in cooperation with similar campaigns in various European countries, a U.S. Coffee Action Campaign is being planned for early 1972.

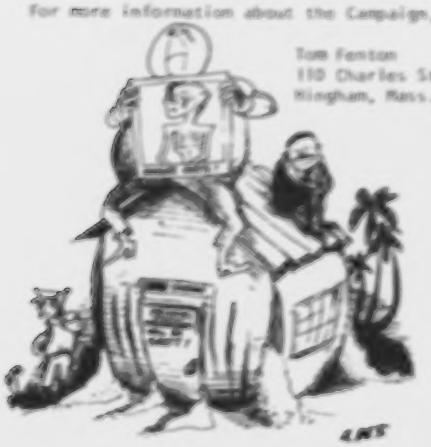
Educationally, the campaign will focus attention on how the purchase and use of an ordinary commodity such as coffee affects the struggles of the poor throughout the world. In terms of action, the Campaign will urge U.S. consumers to put aside a "voluntary tax" on every jar of coffee they purchase. This tax will be distributed to liberation groups in coffee-growing countries throughout the world.

Coffee Booklet: a 32 page description of how international systems of trade, aid and investments bind together the citizens of North and South America. The dynamics of these systems are analyzed with emphasis on one commodity, coffee, and on the life of one coffee worker from El Salvador, Juan Rojas. The booklet will be available in March 1972 from The Christophers, 12 E. 48th St., New York, NY 10017.

Coffee Game: a simulation game that illustrates the role of coffee in international systems of trade, aid, and investments. Participants play the role of coffee agents, import-export agents, bankers and foreign aid officials in acting out two years of actual transactions between the United States and the coffee-growing countries of Latin America. The game is best played and de-briefed in two hours, with 10 to 25 participants. It will be available in early 1972. Write to: Tom Fenton, 110 Charles St., Hingham, Mass. 02043.

For more information about the Campaign, write to :

Tom Fenton
110 Charles Street
Hingham, Mass. 02043



TARGET:

ORGANIZING

Getting It Together: Organizing

The process to accomplish a certain goal, whether it be working towards a wider constituency for development concerns in a community or direct action to decrease the gap between the poor and the wealthy in your area, is too often taken for granted. We forget that a set of skills are involved; collectively, these skills comprise what is commonly referred to as "organizing."

The following chapter from The Organizer's Manual (pp. 3-13), by the D.M. Collective (Copyright 1971 by Bantam Books, $1.25) sheds light on the organizing process and provides some helpful pointers to YWD groups in their work:

I. Small-Group Organizing

The small political function of small-group organizing is to enable individuals to grow, and hopefully to broaden to the point where they are able to work with other individuals or larger groups, building mutual trust while struggling to actualize changes within society.

1. How the group becomes self-conscious and operative

A. An organizer must have his own head together personally and emotionally, even more than politically, before he attempts to deal with other people and possibly influence their lives. There is no substitute for this. An organizer must also be understanding and sensitive to the problems of those he works with, to enable leadership to develop within the group, and to help the group deal with its own inner conflicts, make decisions effectively, and keep itself together while continuing to grow.

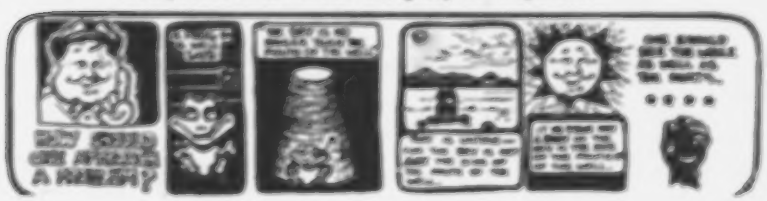
B. Recruiting a group can be done by leafletting, by invitation, or by a one-to-one informal discussion-interview. Usually discussion-interview is the best way to organize a small group. Contact people and meet with them individually before arranging the first meeting. This way you will have a better idea of who will attend and what they see as active concerns and issues for change.

Try to recruit five or ten intelligent, committed, hard-working people. If you can't find that many dedicated workers, at least get some warm bodies who feel a sense of obligation.

Try to recruit people whose commitment is deep enough so that they will stay with the group instead of drifting off after the first few meetings; political continuity is something the movement must strive for.

C. Planning for the first meeting is especially crucial because it sets the tone, anticipating what the next meeting will bring. Here, the organizer has a chance to see how the members of the group respond to and interact with one another. Obviously, an agenda should be planned, including some mechanical but, nevertheless, important points:

- Discuss how much time each person could, should, and would put into working for the group.
- Set up a regular meeting time, from two to four hours once a week at least (you can always adjourn early).
- Sketch out a general program and ask for discussion. It is desirable to make the first organized project of the group a short-term one that has a high probability of success. This will give you a chance to get to know each other and filter out your first impressions, and can be used as a basis for attracting others to the movement.
- Suggest to people in the group some specific assignments for the next meeting. This will give a sense of purpose and suggest who in the group will be responsible.
- Evaluate your own resources, the resources of the group and of any opposition.
- At the first meeting, people should discuss their own expectations and politics and goals.
- Try and set aside the first available weekend or a single entire day for a retreat to discuss political objectives. This conference retreat is essential to a successful organizing attempt. You should make an attempt to schedule your conference beforehand, since you may be competing with other events. The participants at this conference should also attempt to talk about themselves and about the general assumptions under which the group will operate.


WHY SHOULD WE WORRY ABOUT A NUCLEAR WAR?
THE EARTH IS NO BIGGER THAN A POINT ON THE WORLD
THE EARTH IS NOT EVEN A SPOT ON THE SUN, OR EVEN ON THE SOLAR SYSTEM
THE WORLD IS THE SIZE OF THE SUN, OR THE SOLAR SYSTEM
WE SHOULD SEE THE WORLD AS WHOLE AS THE EARTH.

D. Structure and leadership is important to a small group. Traditionally, political movements have had strong leadership to direct, crystallize, and even formulate the philosophy of the movement. While the centralized group has the possible advantage of greater efficiency, it also has many serious shortcomings. Leaders can be "bought out" by the establishment and can be disposed of by lengthy court actions, personal pressure, etc. Furthermore, the existence of too strong a leader can encourage power games or factional struggle. For the small group to be successful, as many of the participants as possible must be included in the decision-making process. Rotating the chair after the first couple of meetings help to develop responsibility and leadership among members. In addition, try sitting in a circle so that each one can see the others and participate easily.

II. Participation and the decision-making process

A. Brainstorming is an all-purpose technique for getting ten or ten thousand ideas depending on the number of minutes spent and the number of people involved. The basic theory behind brainstorming is that imagination and judgment are two distinct processes in the production of ideas, and that imagination should be given free reign before judgment is brought onto the scene. When the goal is a solution, one wants as many creative ideas as possible. Temporary withholding of evaluation generates the greatest number of ideas.

Brainstorming can be done individually or collectively. It works especially well with groups of five to ten people although it can work for larger groups as well. The leader of the group poses the problem in a way calculated to stimulate thought and permit a wide range of responses. One person should be responsible for jotting down all the ideas that are called out. Brainstormers should note the following:

* Criticism is out. Everyone should suspend judgment until evaluation time.

* Freewheeling is welcome. The wilder the ideas, the better. Everyone should let his imagination soar. It is far easier to tone an idea down than to think one up.

* Hitchhiking is invited. Each person is encouraged to ride on, improve on, add to, divide from, and combine with everyone else's ideas.

* Quantity is wanted. The more ideas the better. Piling up ideas produces an atmosphere that encourages people to be spontaneous.

For best results, brainstorming should be intensive. A time limit should be agreed upon in advance. It can range from five to fifteen minutes. When the brainstorming session is over, the list of ideas should be recopied in readable form and submitted for analysis and judgment. Selection of the best ideas and their polishing can be done later.

B. Division of opinion, and debates in a small group should be expected. It is important to realize the advantage of opposition, and debate, and not attempt to squash them. You should be prepared to understand your opposition. Listen to what they have to say, and how they are saying it. Try to attack the issue, and not the person who supports it. Avoid making statements like "That's a rotten idea" and "You're crazy!" because that will only give your opponents cause to attack you personally and distract the discussion from the political content. Try to establish both the areas of agreement and disagreement when there is opposition in the group. Finally, remember not to carry discussion too far. If your opponent is tired or in a bad mood, there is always a time when he will be more receptive to your ideas.

You should accept the idea that people will resist change. How much change depends on how hard you are prepared to struggle. Politics is a slow and gradual process. You too have gone through changes. In addition, you must remember that there are times when you will be wrong; you must be prepared to retreat, and analyze and criticize yourself as well as other members of the group. It is a mistake in small groups to act unilaterally to push a program without the participation of the group. Involve everybody! While you should have a plan in mind, your plan should have some flexibility built into it. As it grows, and as group participation produces new information, you will find the plan itself is modified. Don't let it worry you; make sure that you see the political content of the process which leads to changes in the initial plan.

C. In deciding on an action, you should first take into account what your goals are. Then pick the action after a discussion covering the attitudes and opinions of the group members, an analysis of the situation, and an analysis of exigencies, consequences, and alternative actions. Consider what you will do if your action is successful -- and what you will do if it is unsuccessful.

D. Drawing the lessons from what you have done and how this contributes to your political goals is an important task in small-group organizing. Failures and successes should both provide valuable leads for future planning. Keeping a record of what you are doing may also reveal new tactical information for future implementation. In addition it is important to have group members criticize both how they have done their tasks and how the group functions. Above-board attitudes toward evaluation will not only build group solidarity, but will also allow political practice to revise outmoded political theory.

III. Getting the work done

A. Assignments should be divided up and talked about by the whole group, with the member(s) responsible for reporting back even if there is a dead end. One method for getting work done is THE LIST. You write down everything that must be done, and check it off immediately upon finishing it -- something that will guide you through the many things you repress or forget. If this fails, try bribing yourself.

If there are more than a few days between meetings, it is often important to call people to see what's happening. A quick brainstorm on the phone can keep everybody posted as to what's going down, give new leads where people are stuck, and give you a picture of what the next meeting may bring.

Scheduling of assignments and reports is crucial, not as an authoritarian assertion, but to give a sense of seeing when and how work can and should be done.

B. Common group problems usually occur about the third or fourth meeting, as members begin to question the group's effectiveness, or the commitment of individuals. Lateness, absence, and few decisions are the symptoms. Many group problems can be traced to difficulties in the organizer-participant relationship. To keep a group together the organizer must balance his time between the pursuit of goals and the structure of the organization and the needs of its members. One who worries only about the goals alienates the people, who feel neglected, and an organizer who pays attention exclusively to the infrastructure of the group will not move it forward.

Chicken Leadership
AGEN
a well-prepared leader is a good leader.

Competent organizers can overcome many doubts and conflicts which tend to arise in all groups. Some pointers are:

- Do not get carried away with your position.

- Be responsible to both the vocal and quiet members of the group. Encourage the more silent members to participate as much as possible so that their abilities and desires become more known. Watch both facial and body expressions. Look for disagreement in the expressions of the silent members.

- Talk openly of power struggles, personal interests and hidden issues with the group. Don't avoid confrontation -- bring disagreements out into the open.

- Don't allow yourself to be infected by the despair of others. Disappointment and despair have disbanded more groups than any other problem. They are contagious and must be dealt with as soon as they arise. The organizer must remember that his attitude will often permeate the group. He must emphasize the positive successes of the group, no matter how small. Talk out anger and despair honestly and openly.

- Keep meetings orderly, but at the same time be sensitive to the personalities of the participants; assure each one of his equality in the group, and allow each participant to express himself fully and in his own way. Robert's Rules of Order may be used to stop conflicts and to speed progress. Listen to all participants carefully and question them in order to make their views clearer to yourself and the rest of the group. If the personal interests of a particular member tend to drag out a meeting with irrelevant discussion, try to make irrelevancy apparent without unduly antagonizing either the entire group or the single member. Humor the innocently disruptive to a point, but cut them off tactfully when necessary.

- Plan specific action projects. Continually monitor progress and keep all members informed of specific accomplishments to date, the roles of each individual, and reasons for the next step. Any project with a lead time of over six months ought to be supplemented with short-term action projects. Even if this delays the long-term work somewhat, the effect on group morale may be valuable.

IV. Communications

A. The office. A meeting place is important to any organization as a gathering place for information, a communications center, a place to gather field workers' reports and coordinate work,

and a storage and supply center (typewriters to prepare reports, mimeograph equipment for leaflets, etc.). Always put a responsible, competent person in the office; never leave a novice to man it alone. Do not let the office become a counterproductive social hangout. The office is a tool for action, not an accomplishment in itself.

B. Telephone chains. A telephone chain or tree is a network of people set up in such a manner that a minimal amount of time and energy is spent in notifying the membership of the group in case of a meeting or an unexpected development. There are many ways to set up such a system so that each member of the group makes one or two calls to contact other members and spread the message further. Once set up the chain or tree should be tested for effectiveness with message drills.

V. Calling and conducting a public meeting

Many organizations on the left (with the exception of the cadre parties) have consistently kept their meetings public. An open public meeting usually implies that everyone can decide, evaluate, discuss, and vote on what is to be done. A small group calls a public meeting for a number of reasons: to gain visibility and identity, to plan an action which involves others or to gain support for one, to recruit new members, or merely to propagandize a message. The public meeting is a way for the small group to act as an activating mechanism within the large group surrounding it. The public meeting is a primary political activity of the small group.

The following are some points to remember when calling and conducting a public meeting.

A. Publicity. The purpose and publicizing of a public meeting are intertwining. The publicity should not only attract people who will want to attend but also make known the purposes of the meeting and give exposure to your group and its positions. More people will probably read a leaflet advertising a meeting than will actually attend the meeting.

B. Agenda. Prepare an agenda with general headings which allows for discussion on all issues of concern and provides direction for the meeting. It is often wise to open the agenda to discussion so that additions or revisions may be brought forward early in the meeting, but remember the larger the group, the longer the discussion. Sometimes individuals or groups will present alternate agendas.

The order, content and direction of the agenda are significant political points. The arrangement of the agenda is a statement of the relative importance of various issues. An important issue placed too late on the agenda can be undermined by obstructionists stalling the meeting and winning their point by attrition. Plan ahead, decide on an agenda that can meet the participants' approval, and try to stick to it.

C. Chairman. Choose a chairman who is generally acceptable to the people you expect to attend the meeting. Get someone who will not be too involved in the discussion of any particular issue. Unpopular, incompetent or dictatorial chairmen can doom meetings. Pick women as often as men.

D. Proposals. Make proposals short and sweet. Extensive participation in arriving at proposals will mean more of a consensus. The larger the meeting the shorter the proposal, since a large group is more likely to agree on a short statement. Save manifestos for small groups with relative unanimity. Make proposals completely clear to all participants and distribute written copies if possible. Break down large groups into workshops to develop and discuss proposals.

E. Timing. Too long a meeting will fizzle out. Determine the extent of participation in the meeting by considering time available, as well as the issues to be discussed, their importance, and political differences within the group. Assert Robert's Rules of Order if the meeting becomes too large, too angry, or is running out of time. The best mechanism for dealing with those who would talk the meeting to death is a time limit for individual speeches. Remind participants that time is budgeted so that everyone who wishes to speak may do so. It helps to have one or two open microphones so that people can speak directly from the floor.

F. Workshops. Workshop sessions at large meetings need planning in order to best utilize people who know the issues and can lead discussions. Workshops should be used when the topic to be discussed is complex or your small group feels that a short period of intensive political discussion would lead to a better understanding of the issues. Set a time limit as you break for workshops so everyone will know when to return. Remember to disperse your own small group among the workshops so that you know what's going on.

G. Factionalism. You and your group have two tools to deal with factionalism: politically principled discussion and standard parliamentary procedure. Political discussion should be considered first because it usually exposes the root causes of dissent.

From FRION-HOLMES, the Power Planet, SUPER-CHICKEN SPEAKS!
"I have seen the New World, and it is good."
[Chpt. XXXIII, Reading 93]
Super-chicken knows there is more than one good way to fly—
MIRACLE CHICKEN FEED

Determine who is involved and why. If you think the factionalism is being generated by personality conflicts or feuding cliques, a brief analysis presented to the meeting may isolate the factions before people become bored or angered and leave. If a contradictory political line is being pushed by a small number of disciplined politicos or members of a cadre party, then argue your political principles. If the argument drags and no one is being persuaded anyway, institute time limits for individuals or the topic.

If the whole mess gets too far out of hand, the belligerents should be challenged to show that they are not acting like "the Man" and asked to prove how they are contributing to the growth of the movement. Remember smart infiltrators would love to keep people fighting with one another instead of for an issue.

H. Voting. "Voting is the menu, not the meal" (Eugene Debs). In a meeting in which every participant has the right to vote, a sense of responsibility and commitment to decisions made is essential if the actions voted on are to be effective -- the group must sit at the table and eat the meal. You and your small group should take the lead in making this point absolutely clear.

Know when to call for a vote. Wait too long and you may lose by attrition the strength of a large-group decision. On the other hand, incomplete understanding will bring half-baked actions. You and your small group will develop through experience a feeling about the proper time to call for a vote. Be sensitive to time, mood, dissension, the development of political discussion, and the constituency of the meeting, and the understanding of the issue that most participants have.

I. Planning future action and delegating responsibility. Meetings that produce nothing but further meetings are perhaps the main organizational disease of the movement. The cure lies in focusing upon specific tasks, even if these are only steps toward some larger, future action, and upon delegating responsibility for their accomplishment. It is not undemocratic to pin people down to specific jobs, with times, places, telephone numbers and all details made clear. Involve the whole meeting in electing people for such tasks as negotiating, making public statements, and other work demanding political judgment. For routine jobs you can let people volunteer. Plan a follow-up meeting of the whole body or an open session of your group for reporting back, evaluation, and next steps. If your large meeting has been action-oriented, these will not merely be "more endless meetings" but will, in turn, lead to actions which build the movement.

VI. Expansion of a small-group organization; strengths and weaknesses

Once organized, a well-knit, self-aware small group which is educated to the issues and problems within its community has great potential. An effective small group can act as a "steering committee" for the activities of a larger group drawn from the community. It can also be a seed from which other small groups will develop.

In any effective small group there will be members, in addition to the original organizer, who have a potential ability for organizing. If the group works properly, as a unit with shared responsibility and leadership, these potential organizers should not be stifled by power struggles. After gaining firsthand experience, they can reach out into the community and form new, secondary groups directed toward action on related projects. For example, in university organizing, a small group may include people from different colleges within the university, who then may go back and organize small groups in their own colleges.

Secondary small groups may or may not remain directly affiliated with the original group. They may go off into new areas and new actions more suited to their particular ability and the segment of the community in which they will work while still remaining within the original political spectrum. Or their efforts may be more closely directed by the original small group.

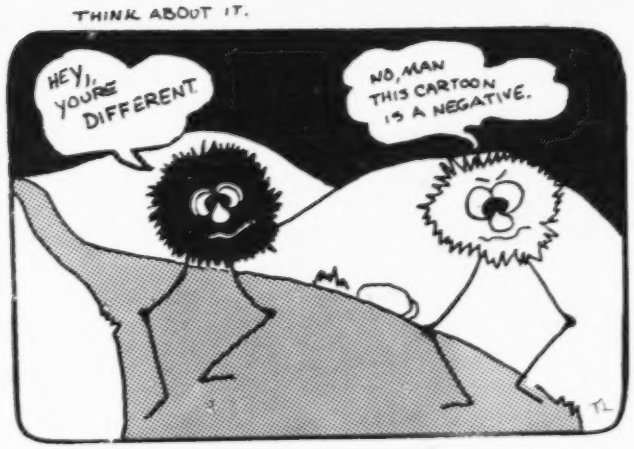
Eventually, through the formation of many groups, both primary and secondary, people with experience in small-group activities, and an acquired talent for organizing, will come together. When such "organizers" cooperate as a small group an "organizers' collective" is established. The organizers' collective of experienced people will probably be more successful in initiating mass campaigns than a small group of relatively inexperienced people.

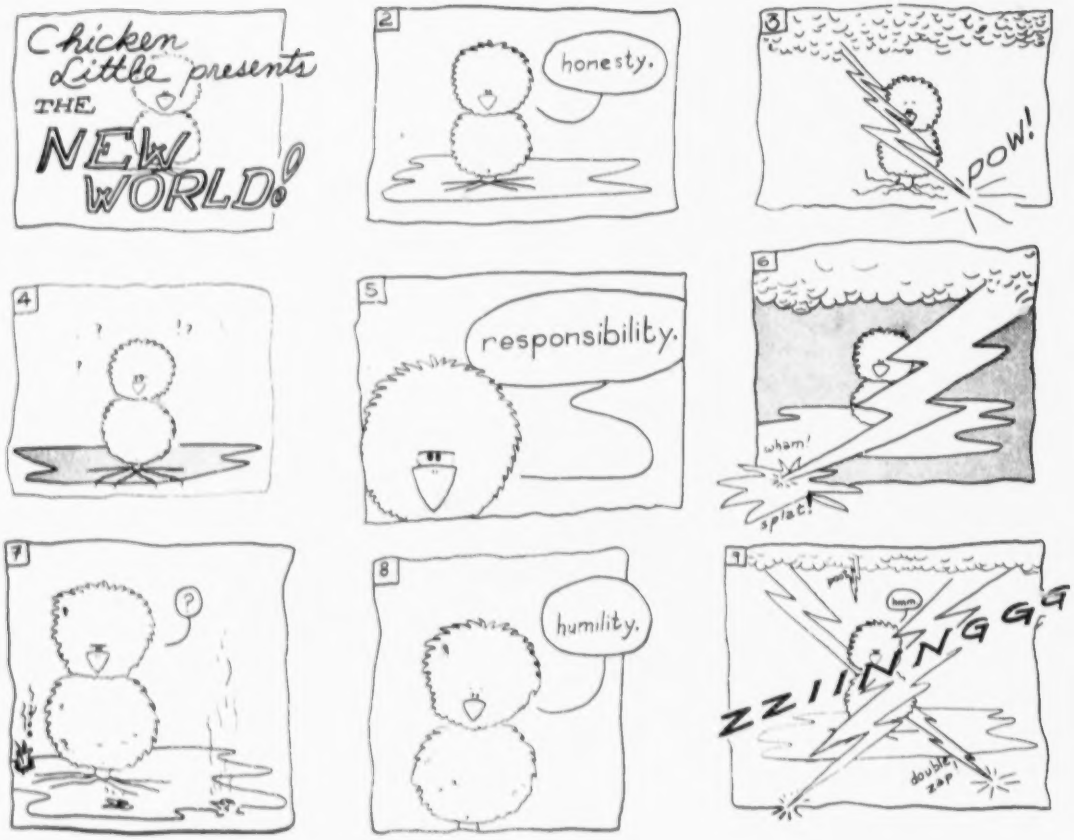
In an organization based on small-group components, no member is entirely removed from decision making. Although a few people's opinions may be extremely influential, a large number of people will share responsibility and have an overview of their role. Everyone can relate directly to the small group in which he functions. When people function knowingly and in direct contact with the leadership instead of mechanically under orders from an unseen source, then the chances of a gross error or poor decisions due to the isolation of the leadership are diminished. One might call this "democratic decentralism".

Educational work can be done slowly and extensively in small groups. The members can become politically sophisticated and knowledgeable about issues at a rate which fits their own particular needs. Discipline at actions and in general is more easily maintained in a small group which is thoroughly aware of issues and goals involved. Each small group can act as an affinity group sensitive to what is necessary for the success of campaigns.

The most rapid and effective way of developing new organizers, while engaging in ongoing activity, is through the formation of many small groups. Such groups act as workshops for developing leaders. Sources of new leaders are crucial for the long-term success of a movement.

The main weakness of the small-group form of organization is internal coordination. Decentralized decision making means that many people will take part in each major decision, with normal disagreement, possible inexperience, and the need for thorough debate all complicating the process. This can slow and interfere with the implementation of coordinated effort. But these disadvantages are more than balanced by the advantages of direct member involvement and many-sided debate.




Chicken Little presents
THE NEW WORLD!
2
honesty.
3
POW!
4
5
responsibility.
6
wham!
splat!
7
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8
humility.
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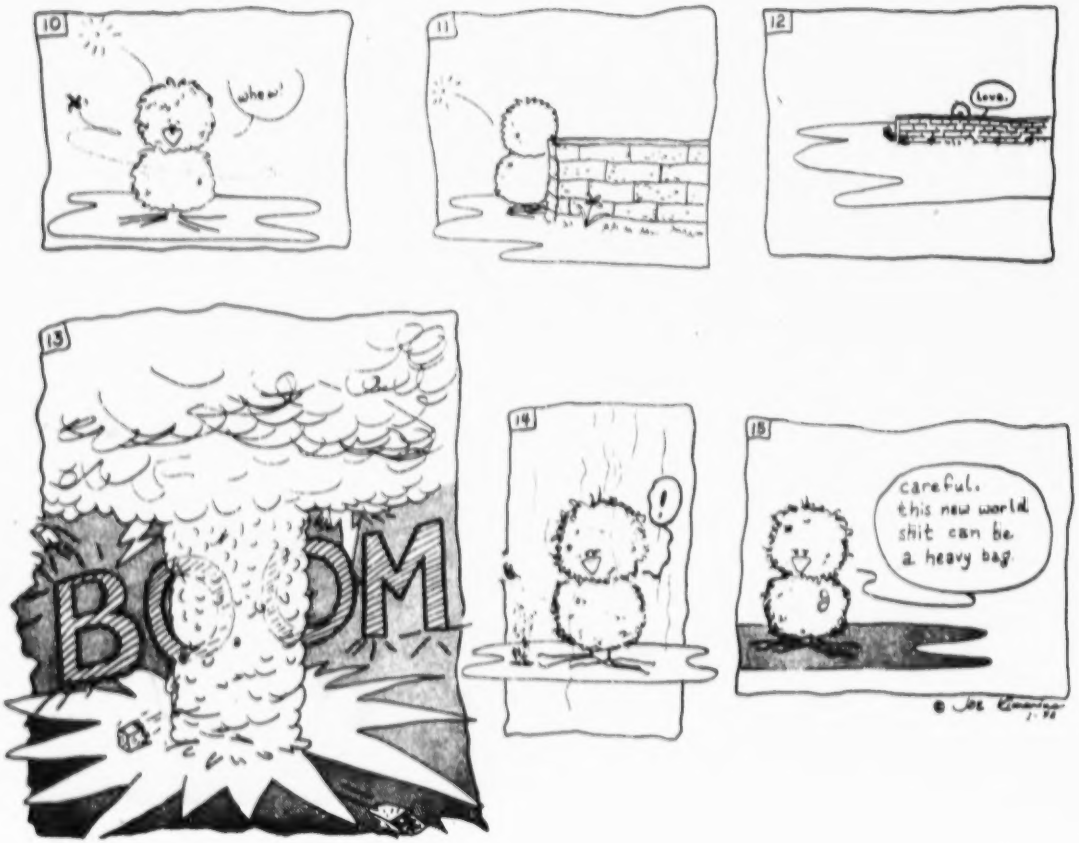
ZZIIINGGG
double zap


10
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this new world
shit can be
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